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КАФЕДРА ГЕРМАНСЬКОЇ ТА СЛОВ'ЯНСЬКОЇ ФІЛОЛОГІЇ

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## **ІНОЗЕМНА МОВА**

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

**Навчальний посібник**

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Навчальний посібник «Іноземна мова (для здобувачів другого (магістерського) рівня вищої освіти)» забезпечує формування навичок академічного письма, розуміння та аналізу оригінальних текстів з провідних тем освіти та науки, розширення словникового запасу, удосконалення комунікативних навичок, зокрема, уміння підтримувати діалог, брати участь у дискусіях англійською мовою, вільно висловлюватись відповідно до обраної теми, не відчуваючи браку мовних засобів для вираження думки. Система різноманітних вправ створює сприятливі умови для ефективного засвоєння змісту навчального посібника під час аудиторних занять та самостійної роботи.

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## ПЕРЕДМОВА

Сучасний стан розвитку міжнародних політичних, наукових, економічних та культурних зв'язків України із зарубіжними партнерами вимагає якісно нового підходу не лише до розв'язання непростих проблем співробітництва, а й до підготовки висококваліфікованих фахівців.

Однією з найважливіших проблем є забезпечення процесу навчання майбутніх освітян посібниками, зміст, структура та система вправ яких відповідали би сучасним вимогам.

Спроба розв'язання зазначеної проблеми здійснюється в розробці, апробації та публікації матеріалів для навчання англійської мови в педагогічній галузі.

Мета навчального посібника – удосконалення граматичних та лексичних навичок, якими повинні володіти здобувачі за стандартами «Загальноєвропейських рекомендацій з мовної освіти, вивчення, викладання, оцінювання», а також розвиток академічного письма.

Завдання навчального посібника з курсу «Іноземна мова» полягає у формуванні навичок академічного письма, розуміння та аналізу оригінальних текстів з провідних тем освіти та науки, розширення словникового запасу, удосконалення комунікативних навичок, зокрема, уміння підтримувати діалог, брати участь у дискусіях англійською мовою, формувати соціально-комунікативну позицію.

Навчальний посібник складається з 7 тематичних розділів і розділу для перевірки знань та контролю засвоєння матеріалу. Кожен розділ містить тексти за певною темою та відповідний лексичний і граматичний матеріал. До кожного тексту запропоновано низку завдань, більшість яких має творче спрямування та сприяють розвиткові навичок використання граматичних конструкцій у спілкуванні. Під час роботи з текстом здобувачі приділяють увагу не лише його змісту, але й тим чи тим граматичним конструкціям. Кожний розділ містить граматичний матеріал. Різноманітні вправи та тексти сприятимуть збагаченню лексики й повторенню та закріпленню граматичного матеріалу, що поліпшить опанування англійською мовою. Завданням кожного розділу є ознайомлення з новими словами та словосполученнями; вибір англійських еквівалентів до поданих слів і виразів; читання та переклад тематичних текстів; відповіді на запитання; пояснення слів; переклад речень; виконання граматичних вправ. Питання та вправи після тексту зорієнтовано на контроль розуміння прочитаного, що сприяє розвиткові навичок усного мовлення. Додаткові тексти та питання для дискусії допоможуть інтенсифікувати навчальний процес щодо формування комунікативних навичок. Тренувальні вправи сприятимуть активізації вживання термінологічної лексики та уміння граматично правильно будувати власні висловлювання. Для закріплення

тематичного матеріалу подано запитання, які є планом для обговорення відповідної теми, що спонукатиме студентів до участі в дискусії.

Володіння навичками перекладу професійно-спрямованих текстів є однією з вимог до професійної підготовки майбутніх педагогів. Знання лексико-граматичних і лексико-семантичних особливостей науково-технічної англомовної літератури, оволодіння практичними навичками перекладу, анотування та реферування наукової літератури має важливе практичне значення, оскільки дозволяє уникнути помилок, які можуть бути спричинені невмінням розпізнавати граматичні та лексичні явища, оптимізувати процес міжмовної професійної комунікації, вилучення корисної інформації, посилити роль інформаційного забезпечення, підвищити рівень проведених досліджень і розробок. У навчальному посібнику подано інформацію щодо обов'язкових вимог до складання анотацій і рефератів з прочитаної оригінальної наукової літератури.

## UNIT 1



**Introductory Text:** *Read the text and answer the questions that follow. Write a synopsis of the text.*

The word **science** originates from the Latin word «scientia», meaning knowledge. Science is simply a way of looking at the world. It consists of asking questions, proposing answers and testing them against the **available evidence**.

A popular astronomer Carl Sagan wrote: «Science invites us to let the facts in, even when they don't **conform** to our **preconceptions**. It **counsels** us to carry alternative hypotheses in our heads and see which best match the facts». Science is a human construct and human ability.

### Types of Science Products

**Facts** are specific verifiable pieces of information obtained through observation and measurement.

**Concepts** are abstract ideas that are generalized from facts or specific relevant experience.

**Principles** are more complex ideas based on several related concepts.

**Theories** consist of broadly related principles that provide an explanation for a phenomenon.

Students of science **major in** various **fields of science**. They take part in **R&D** at their institutions. The **faculty and staff** at the universities and institutes will help the students as they fulfill their academic and professional **goals**.

**Research advisors** — well-known **scientists** will help their students with **research**.

**Graduate students spend most of their time in independent study and original research. For example, graduate studies in the USA can be divided into two phases:** Phase I leads to Master's **degree** and consists of lecture-type coursework. This degree is usually **required** in fields such as engineering, library science etc. The MBA, or Master of Business Administration usually takes two years.

These degrees are considered stepping stones toward a PhD. Normally few, if any laboratory courses are offered. A thesis, calling for significant research and/or design effort may be required.

Phase II leads to doctoral degree — PhD (doctorate). Students who are enrolled in a doctoral program are known as PhD candidates. They will spend some time in class, but the most important work is spent in first-hand research. It may take three years or more **to earn** a PhD Degree. This degree normally requires

four to six years of study beyond the Bachelor's degree, culminating in lengthy, *in-depth*, original research of a specific topic, which may be both theoretical and applied, or purely theoretical.

Usually, doctoral studies *focus* very heavily on developing advanced scientific *skills*.

A PhD dissertation is considered a unique, original contribution to human knowledge. This paper must contain views, research or designs that have not been previously published.

The best and the most suitable *methods, techniques, approaches and procedures* should be used.

Several research publications on *issues relevant* to the investigation should be prepared. Most universities awarding the PhD Degree also require doctoral candidates to have a reading knowledge of two foreign languages, to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

If the dissertation *meets* all *the requirements* it will be accepted and approved by a special *board* of academics after oral defense.

Most scientists spend many years studying and working in laboratories. Scientists can work individually or in a team. *In many cases*, scientists are *devoted* to their work and may find little time to do other things. Usually scientists *are involved* in studying various aspects of their fields, and work on one or two major projects at one time.

A good example of a dedicated scientist and researcher is U.S. neurosurgeon Benjamin Carson. Speaking to young people around the country, Carson always concludes with the same message:

«Think big!» He explains the meaning of each letter:

T — is for talent. Recognize your God-given talent.

H — is for hope. *Anticipate* good things and watch for them.

I — stands for *insight*. Learn from people who have been where you want to go.

N — is for nice. Be nice to people — all people.

K — represents knowledge. Knowledge is the Key to your dreams, hopes and *aspirations*.

B — is for books. We develop our minds by reading. I — equals in-depth learning, where *acquired knowledge* becomes part of you.

G — stands for God. Never drop God out of **your life**.

«If you can learn to think big, nothing on earth will keep you from being successful in whatever you choose to do», says Carson. And eminent American astronomer Vera Rubin has given the following piece of advice to young scientists:

«Don't *give up*. Remember that science is ever so *vast*; learn one thing very

well. Doing so ... gives you great confidence, *allows* you *to share* knowledge with colleagues. It helps if you know what you really want to do. Work hard. Learn to give good talks. Be imaginative. If you are interested in science you must have a fundamental *curiosity*».

1. What is the origin of the word «science»?
2. What is specific about science according to Carl Sagan?
3. What basic types of science products do you know?
4. What is the subject under discussion?
5. What are primary responsibilities of graduate students?
6. What is specific about each phase of graduate studies?
7. Why is it important to «think big»?
8. Why is Vera Rubin's message important specifically for young scientists?

### *Vocabulary Commentary*

**science** — knowledge which can be made into a system укр. наука

**available** — укр. наявний

**evidence** — something, such as a fact, sign or object that gives proof or reasons to believe or agree with something укр. свідотство, факти

**to conform** - to obey or be in accordance with established rules укр. підкорятися

**preconception** — an opinion formed in advance, without actual knowledge укр. упереджене уявлення

**to counsel** — to advise as suitable course of action укр. радити

**to major (in)** — to study as the chief subject(s) when doing a university degree укр. спеціалізуватися

**field of science** — a branch of knowledge or area of activity. Synonyms: sphere, area, branch, domain, realm укр. галузь, сфера

**R&D** — research and development рус. научно-исследовательская работа

**faculty and staff** - all of teachers and other professional workers of a university or college укр. професорсько-викладацький склад

**goal** — one's aim or purpose — укр. мета Compare: objective — an aim that must be worked towards over a long period укр. стратегічна мета

**research advisor** — укр. науковий керівник

**well-known** — укр. відомий Synonyms: famous, prominent, eminent, renowned, celebrated

**research** — serious and detailed study of a subject, укр. дослідження Synonyms: study, investigation

**scientist** — a person who works in science укр. науковець, вчений Compare: scholar —



a person with great knowledge of, and skill in studying the subject

**degree** — a title given by a university to a student who has completed a course of study укр. ступінь Bachelor's Degree (baccalaureate) — ступінь бакалавра (бакалаврат) Master's Degree — ступінь магістра PhD — ступінь доктора філософії

**to require** — to demand by right with the expectation that it will be obeyed укр. вимагати; **requirement** — укр. вимога **required** — укр. обов'язковий  
Synonyms: — mandatory, obligatory required reading — обов'язкова література.

**to earn** — to get, to gain, to obtain — укр. отримати

**in-depth** — a thorough and giving careful attention to detail  
укр. глибокий, детальний

**to focus (on)** — to direct one's attention to something  
укр. зосереджувати увагу

**skill(s)** — special ability to do something well, esp. as gained by learning and practice укр. навички

**technique** — method of doing something that needs skill  
укр. методика, метод

**procedure** — a set of actions necessary for doing something  
укр.. методика

**approach, way** — a method of doing something or dealing with the problem укр. підхід, метод.

**method** — a planned way of doing something укр. метод

**methodology** — the set of methods used for study of a particular subject укр. методологія

**issue** — a subject to be talked about, argued about, укр. питання, проблема

**relevant** — directly connected with the subject Synonyms: pertaining to (pertinent), dealing with, regarding, concerning, relating to, touching upon, having bearing on, bearing relation to укр. релевантний, той, що має відношення, стосується

**to meet the requirements** — укр. відповідати вимогам

**board** — an official body or group that has responsibility for a particular organization or activity укр. рада

**in many cases** — often укр. у багатьох випадках, часто-густо

**devoted** — showing great fondness, caring a great deal. Compare: dedicated — very interested in or working very hard for an idea, purpose; committed укр. відданий

**to be involved** — to take part, to be engaged in, to participate укр. бути залученим, брати участь

**aspect** — a particular side of many-sided idea, plan etc. укр. аспект, бік

**to anticipate** — to expect, to guess or imagine in advance укр. очікувати, передбачати, передчувати

**insight** — the power of using one's mind to see or understand the true nature of a situation укр. проникливість

**aspiration** — a strong desire to do something or have something, esp. something great or important. Synonym: longing укр. прагнення, поривання

**\*to give up** = to give in укр. здаватися

**vast** — very large and wide, great in amount укр. широкий, величезний

**to allow** — to permit, to enable укр. дозволяти

**to share** — to have use, pay or take part in (something) with others or among the group укр. розділяти, ділитися

**curiosity** — the desire to know or learn укр. допитливість

**curious** — eager to know or learn. Synonym: inquisitive укр. Допитливий

#### Note:

<b>*as for...</b>	
<b>When it comes to...</b>	що стосується
<b>As far as ... is/are concerned...</b>	
As for	
When it comes to	me — Що стосується мене (щодо мене)
As far as science is concerned, ...	що стосується науки,
...	
<b>to be about</b>	
It is about the new method.	Це стосується нового метода.
<b>to have to do (with)</b>	стосуватися, мати відношення
The issue has little to do with science—	Це питання не стосується (не має відношення до) науки.

#### Assignment 1. Give English equivalents for:

спеціалізуватися у галузі науки; науковий керівник; стратегічні цілі, досягати мети; відомий науковець (вчений); самостійне дослідження; детальне вивчення; теоретичні та прикладні аспекти; навички наукової роботи; Вчена Рада, унікальний внесок; питання, що стосуються дослідження; оригінальна методика; брати участь у науково-дослідній роботі; одночасно працювати над кількома проектами; бути відданим науці; не здаватися; ділитися знаннями з колегами, бути надзвичайно допитливим.

**Assignment 2.** *Identify characteristics of a scientist by matching the two columns.*

*The first one is done for you: 1-F.*

**I.**

- |                |  |
|----------------|--|
| 1. intelligent | A receptive of arguments and ideas   |
| 2. objective   | B remaining at a task for a long amount of time to complete a task or project                |
| 3. creative    | C making observations and decisions based upon evidence, not personal opinion or hearsay     |
| 4. open-minded | D very interested in working very hard, devoting a lot of time to complete a task or project |
| 5. curious     | E producing new and original ideas and things, inventive                                     |
| 6. talented    | F having a high degree of mental capacity  |
| 7. dedicated   | G having or showing special abilities for a particular type of work                          |
| 8. persistent  | H eager to know or learn   |

**II.**

- |                   |  |
|-------------------|--|
| 1. decision-maker | A searching for new discoveries  |
| 2. communicator   | B being able to make important choices or/and judgments  |
| 3. designer       | C creating new models or designs   |
| 4. inventor       | D making opinions and information known and understood by others, sharing and exchanging opinions. |

**Assignment 3.** *Give Ukrainian equivalents for:*

a positive approach to failure; open-mindedness, cooperation with others; tolerance for other opinions, explanations, or points of view; avoidance of broad generalizations when evidence is limited; demand for verification, longing to know and to understand; respect for logic; consideration for consequences.

**Assignment 4.** *Prepare an oral presentation about characteristics of true scientists based on Text 1 and Exercises 1-3.*

**Assignment 5.** *Place steps of scientific research in correct order.*

- Deciding how to solve a problem
- Choosing a topic
- Selecting an approach
- Identifying a problem
- Choosing the best solution of those available
- Expressing all ideas clearly
- Presenting materials and information correctly and clearly
- Developing a plan and time line
- Evaluating good and bad points
- Carrying out the plan on schedule
- Sharing the results with other people
- Generating ideas and methods
- Arriving at conclusions

**Assignment 6.** *Translate Ukrainian sentences into English.*

1. Я не фахівець у цій галузі. 2. Яка мета Вашого дослідження? 3. Вона спеціалізується у галузі педагогіки. 4. Якою галуззю науки ви цікавитесь? 5. Це питання стосується вашого дослідження. 6. Якою наукою ви займаєтесь? 7. Його дисертація відповідає усім необхідним вимогам. 8. Вони беруть участь у науково-дослідній роботі. 9. Мій науковий керівник – відомий вчений. 10. Вони дійшли цікавих висновків.

## Grammar Commentary

**ARTICLES:** There exist definite (the), indefinite (a, an) and zero (Ø) articles in English.

The definite articles «the» are used with specific nouns (when the listener or reader knows what specific thing or person the speaker is talking about: Where is the dictionary? (that I gave you). Де словник? (той, що я вам дав). The method was used before. Цей метод, використовувався раніше. «The» is used when the noun is unique — «only one»: The sun is shining» (There is only one sun).

The indefinite articles «a», «an» are used with singular countable nouns that are non-specific: I need a pencil — Мені потрібен олівець.

For plural count and non-count nouns that are indefinite, we use «some» instead of «a»: I need some pencils. — Мені потрібні олівці. Would you care for some coffee? Чи хочете кави?

Ø is used for plural count and non-count nouns that are indefinite and when the speaker talks about the things in general: When Ø people can communicate with each other they get along better. Коли люди спілкуються, їм легше порозумітися.

It is useful to remember three so-called «golden rules» (with some exceptions to them):

<p>1. Do not use the definite article «the» with non-countable nouns denoting substances, abstract nouns, or when you talk about things in general: Ø Life is hard. Життя важке. Ø Tea is popular beverage. Чай популярний напій. Ø Literature and Ø music are called «the fine arts». Література та музика називаються витонченим мистецтвом.</p>	<p><b>But:</b>  <u>The</u> life of the scientist was hard. Життя вченого було важким. They lived a happy life. Вони жили щасливо. <u>The</u> tea I drank today was Chinese. Сьогодні вранці я пив китайський чай. Please, pass <u>the salt</u>. Будь ласка, передайте сіль.</p>
<p>2. Use either definite or indefinite articles with singular countable nouns: He is going to buy <u>a dictionary</u>. Він збирається придбати словник. Where is <u>the dictionary</u> you spoke about? Де той словник, про який ви згадували?</p>	
<p>3. Use indefinite article with the names of professions: He is <u>a mathematician</u>. Він математик. She is <u>an engineer</u>. Вона інженер.</p>	<p><b>But:</b>  They are Ø doctors. Вони лікарі. They are Ø engineers. Вони інженери.</p>

## GENERAL RULES:

Nouns	Articles		
	a	the	Ø
single countable	a book	the book	—
plural countable	—	the books	books
uncountable	—	the water	water

## ARTICLES USED WITH CERTAIN EXPRESSIONS

a	the	Ø
a couple of a dozen a pair of	at/to the office to the movies to the theater	at work at home at/to school
a lot of a great deal a great many a host of	the first the second(...) the last the ...est (the best, the biggest; the most...)	part of  in stable condition according to contract in rush hour
a hundred a thousand		
two times	a day an hour	by bus/car/train on foot
what such	a + countable noun	face to face arm in arm
such what	a promising approach!	(the) so-called from beginning to end

## ARTICLES WITH PROPER NAMES

	Ø	the	a
Cities, states	Paris, London, New Jersey, Ohio	<u>Exception:</u> the Hague	
Streets, squares, avenues, roads, boulevards	Green Street, First Avenue, Peach Boulevard	<u>Exception:</u> the Strand	

Countries (use «the» when they have a plural name and are viewed as unions)	Canada, France, Ukraine	the Philippines, the United Kingdom	
		(the) USA	
Geographic areas (regions)		the Orient, the Middle East, the Crimea	
Continents	Europe, Asia, South America, Africa		
Mountains, mountain peaks	Mount Everest	<u>Exception</u> : the Matterhorn	
Mountain ranges		the Rocky Mountains, the Alps	
Lakes	Lake Michigan		
Lakes when they form a set		the Great Lakes	
Rivers		the Danube	
Oceans and seas		the Atlantic Ocean, the Black Sea	
Gulfs		the Gulf of Mexico	
Bays	San Francisco Bay		
Canals		the Erie canal	
Planets	Mars, Venus	Exceptions: the Sun, the Moon, (the) Earth	
Separate islands	Jamaica		
Chains of islands		the Canary Islands	
Deserts		the Gobi desert	
Parks	Central Park		
Tourist attractions, famous buildings, monuments,	Exception: Disneyland	the White House, the National Gallery,	
Museums, libraries		the Library of Congress	
with universities, colleges, schools beginning with a proper noun	Harvard University, Lambton college		
with universities, colleges, schools beginning with «university», «school», «college»		the University of Virginia, the college of arts and sciences	

Names of magazines	Time magazine		
Names of historic documents		the Treaty of Geneva	
Names of wars (except World Wars)	World War I	the War of Independence	
names of ships, Trains, airplanes		the Orient express	
names of scientific methods: a) well-known and established (the) b) those still not recognized by everyone (Ø)	Green method	the Montessori method	
proper names a) denoting family as a whole (the) as opposed To separate name (Ø) b) specifying maiden name (a)	Ann Johnson	the Johnsons	She was a Brown before marriage.

**Assignment 7.** Fill in the blanks with «the», «a», «an», or leave blank.

1. May I have a look at \_\_\_ book that I brought yesterday?
2. She is \_\_\_ chemist.
3. John likes \_\_\_ rice.
4. Ann has decided to become \_\_\_ engineer, while Mike and Andrew would rather become \_\_\_ geographers.
5. Where is \_\_\_ coffee that we bought last week?
6. \_\_\_ teachers want \_\_\_ students to succeed.
7. \_\_\_ water is essential for life.
8. Please pass \_\_\_ pepper.
9. \_\_\_ word processors can check \_\_\_ spelling.
10. In 1816 a Scottish natural philosopher invented \_\_\_ kaleidoscope.

**Assignment 8.** Insert correct article or leave blank.

\_\_\_ Oriental Art Museum, \_\_\_ Asia, \_\_\_ Great Lakes, \_\_\_ Tampa Bay, \_\_\_ Green Park, \_\_\_ Capitol, \_\_\_ Amazon River, \_\_\_ Andes, \_\_\_ White Street, \_\_\_ Netherlands, \_\_\_ John Hopkins University, \_\_\_ Discovery Park, \_\_\_



Great Salt Lake, \_\_\_\_\_ Old Dominion University \_\_\_\_\_ Washington monument, \_\_\_\_\_  
Mediterranean Sea, \_\_\_\_\_ Golden Gate Bridge, \_\_\_\_\_ Greece \_\_\_\_\_ California, \_\_\_\_\_  
University of Washington, \_\_\_\_\_ Philadelphia,

**Assignment 9.** *Fill in the blanks with appropriate article or leave blank.*

1. \_\_\_\_\_ Coal is second major natural resource found in large quantities.
2. \_\_\_\_\_ Abraham Lincoln was President of \_\_\_\_\_ USA during \_\_\_\_\_ Civil War.
3. Such mighty rivers as \_\_\_\_\_ Mississippi, \_\_\_\_\_ Ohio, \_\_\_\_\_ Hudson and \_\_\_\_\_ Colorado irrigate the croplands.
4. Jane wants to study \_\_\_\_\_ business at \_\_\_\_\_ University of Illinois.
5. \_\_\_\_\_ Panama Canal was under American control from 1904 to 1978.
6. He has graduated from \_\_\_\_\_ Ohio State University.
7. \_\_\_\_\_ Rhode Island is the smallest state in \_\_\_\_\_ USA.
8. Puerto Rico is an island of about 9,000 square kilometers in \_\_\_\_\_ Caribbean Sea.
9. Among the University's undergraduate schools are \_\_\_\_\_ College of Arts and Sciences, \_\_\_\_\_ School of Engineering and Applied Science, \_\_\_\_\_ School of Nursing.

## UNIT 2



**Introductory Text:** *Read the text and answer the questions that follow. Write a synopsis of the text.*

*Scientific discourse. Typical guidelines as expected of academic papers in Ukraine*

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 (захищати) before a panel of senior academic staff and questions may be asked to the student prior to the award of a degree (присудження ступеня).

A BA or MA dissertation in theory of education must be a relevant and sufficiently independent research of a topic in this field, that includes both the research of academic literature in a particular area and empiric analysis of the actual 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 (заключний 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 the following sections: theoretical sources (перелік використаної наукової літератури) and 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.

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 are the two principal components of an Ukrainian dissertation?

4. By whom and how is the topic of a student's academic research determined?

5. What is the difference between the subject area of research and its specific topic?

6. What is the basic structure of a dissertation?

7. 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 theory of education 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?

**Assignment 1.** Match the following Ukrainian words and expressions in the lefthand 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) underlying theory section
q) матеріали дослідження	17) material researched

**Assignment 2.** *Translate the following sentences into Ukrainian.*

1. The book constitutes a critical review of the presidential policy. 2. New approaches in management are especially emphasized. 3. The work treats and summarizes the knowledge on natural phenomena. 4. The information is given as part of synthetic whole. 5. The book comprises four parts. / The book is comprised of four parts. 6. The monograph covers large information on innovation management. 7. Introduction is followed by the chapters devoted to analysis of the literature on the problem. 8. In part one the significance of new methods in laser medicine is discussed. 9. The second section deals with progressive methods in analytical chemistry. 10. Reasons of the latest terrorist acts are analyzed in the third part. 11. The last part extensively covers a very important problem of human cloning. 12. The final section of the work discusses ways of solving the problem. 13. Much material on personnel management is presented in the book under review. 14. The paper constitutes a thorough discussion on the development of blended learning environments in higher education institutions. 15. The book gives a general background for investigating the problem. 16. The authors undertook the complete revision of the second edition. 17. Although the publication is dated 2004, the book first appeared in print in 2002. 18. The last few decades have witnessed an increase of importance... 19. The book/work under review is an outstanding achievement in the field of political science. 20. The chapters provide interesting regarding due to the original approach and rich contents. 21. The main achievement of the work lies in a very profound treatment of the experimental material. 22. The due regards are given to results obtained with electron microscope. 23. The coverage of the book is extremely wide. 24. A few of the reference are given to the long outdated publications. 25. The information concerning the problem is erroneous. 26. The absence of theoretical treatment is disappointing, apparently practical, matters are of more interest for the author. 27. Unpardonable are numerous misprints and mistakes which can bring to the erroneous understanding.

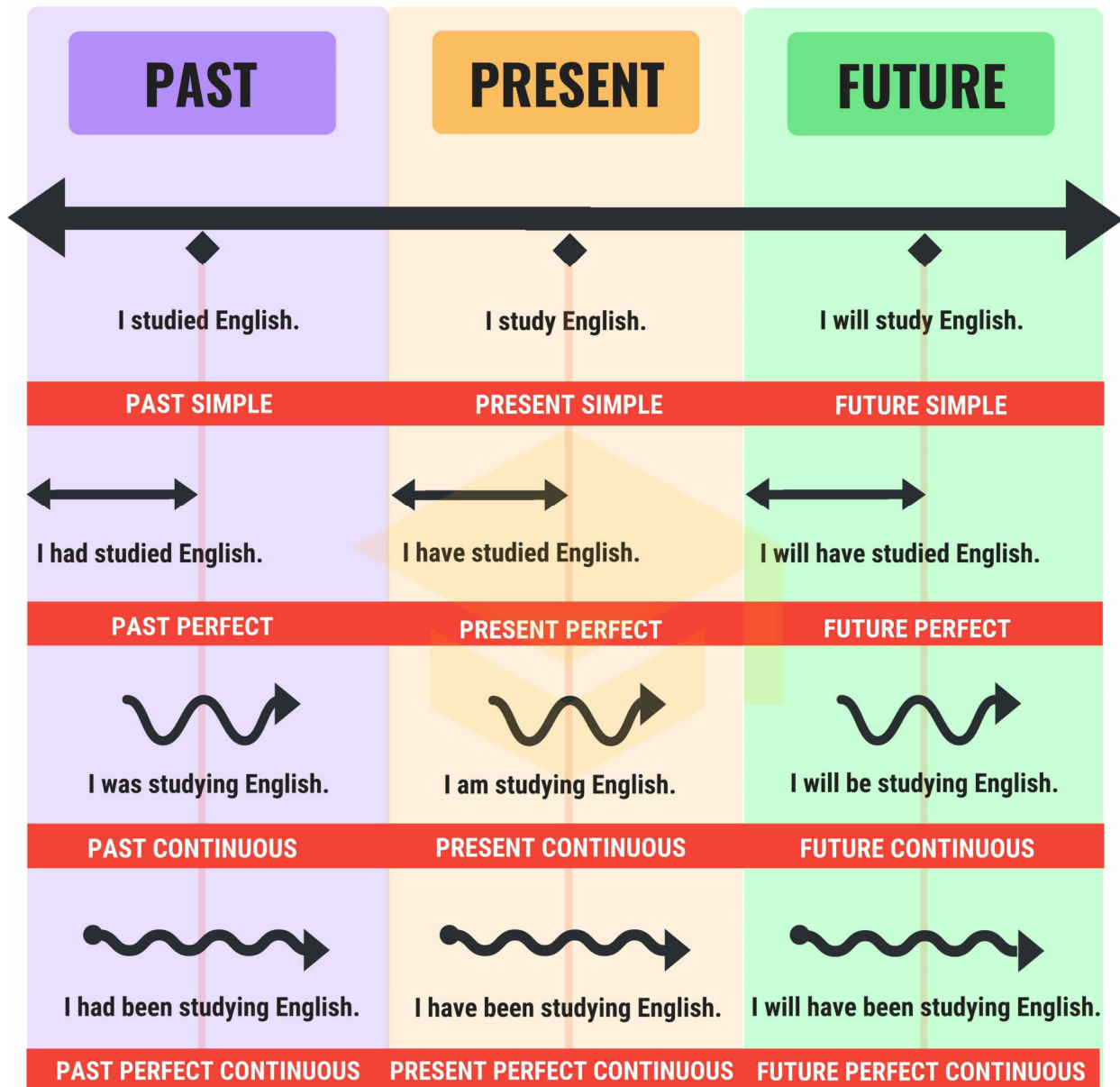
**Assignment 3.** *Translate the following sentences into English.*

1. На закінчення можна сказати, що ця робота є великим досягненням і вагомим внесоком у сучасну науку. 2. Цю книгу можна упевнено рекомендувати всім, хто цікавиться цією галуззю науки. 3. Незважаючи на (такі) незначні огріхи, книгу можна рекомендувати як джерело всіляких ідей і знань. 4. Незважаючи на незначні огріхи, ця книга має бути в усіх бібліотеках. 5. Той, хто хоче ознайомитися з сучасними науковими концепціями і місцем, яке вони посідають у широкій сфері природничих наук, повинен читати й вивчати цю монографію. 6. При всій значущості для дослідників (спеціалістів) ця робота може бути цікавою і для студентів.

## Grammar Commentary: SYSTEM OF TENSES

ASPECT	SIMPLE	PROGRESSIVE	PERFECT	PERFECT PROGRESSIVE
MEANING	<i>a common aspect</i>	<i>a process</i>	<i>priority</i>	<i>priority + process</i>
	<b>When?</b>	<b>At what time?</b>	<b>By what time?</b>	<b>Since what time? How long?</b>
<b>Period of time</b>	<i>usually, often, always, seldom, every day (week, month, year)</i>	<i>now, at the moment</i>	<i>ever, never, just, already, not...yet, by 3 p.m.</i>	<i>since 3 p.m., for a long time, for a month...</i>
Present	+	V, Vs am is + Ving are	have + Ved, V <sub>3</sub> has	have + been + Ving has
	?	do, does... V	inversion	inversion
	-	do, does + not + V	have, has + not + Ved, V <sub>3</sub>	have, has + not + been + Ving
<b>Period of time</b>	<i>yesterday, last week (month, year), long ago</i>	<i>yesterday at 3 p.m., yesterday from 6 till 7, when you came...</i>	<i>yesterday by 3p.m., before some time in the past...</i>	<i>yesterday since 3 p.m., for some time in the past</i>
Past	+	Ved, V <sub>2</sub>	had + Ved, V <sub>3</sub>	had + been + Ving
	?	did...V	inversion	inversion
	-	did + not + V	had + not + Ved, V <sub>3</sub>	had + not + been + Ving
<b>Period of time</b>	<i>tomorrow, next week (month, year)</i>	<i>tomorrow at 3 p.m., tomorrow from 6 till 7, when you come</i>	<i>tomorrow by 3p.m., by some time in the future</i>	<i>tomorrow since 3p.m., for some time in the future</i>
Future	+	will + V	will + have + Ved, V <sub>3</sub>	will + have + been + Ving
	?	inversion	inversion	inversion
	-	won't + V	won't + have + Ved, V <sub>3</sub>	won't + have + been + Ving

# VERB TENSES IN ENGLISH



**Assignment 2.** Complete the following sentences with the correct tense form of the verb:

- I \_\_\_\_\_ four languages.  
A) am speaking B) speak C) speaks D) am speak
- Every morning Tessa \_\_\_\_\_ at 7.30.  
A) is getting up B) got up C) get up D) gets up
- Oh, someone \_\_\_\_\_ in my seat!  
A) is sitting B) sits C) will sit D) sit
- I'm sorry. I can't help you at the moment. I \_\_\_\_\_ dinner.  
A) will cook B) am cooking C) cook D) cooked

5. I \_\_\_\_\_ a pain in my leg.  
 A) has B) having C) have D) am having
6. Mrs. Steele \_\_\_\_\_ to her boss. I'll tell her you phoned.  
 A) talked B) talks C) talk D) is talking
7. Turn the T.V off. No one \_\_\_\_\_ it!  
 A) watches B) watch C) is watching D) watched
8. She is not ready. She \_\_\_\_\_ her hair.  
 A) is washing B) washes C) washed D) wash
9. Derek's good at golf but he \_\_\_\_\_ very often.  
 A) aren't play B) isn't playing C) doesn't play D) didn't play
10. The sun \_\_\_\_\_ in the day time.  
 A) shine B) shone C) is shining D) shines
11. In Britain people \_\_\_\_\_ on the right.  
 A) are driving B) drives C) drive D) drove
12. I \_\_\_\_\_ a bicycle when I was young.  
 A) have B) am having C) had D) have got
13. He \_\_\_\_\_ a shower in the morning.  
 A) have got B) has C) am having D) have
14. He \_\_\_\_\_ milk in his coffee.  
 A) never has B) has never got C) has never D) have never
15. What time \_\_\_\_\_ lunch in general?  
 A) does you have B) have you got C) do you have D) are you having

**Assignment 3.** Complete the following sentences with the correct tense form of the verb:

This morning I \_\_ (1) \_\_ to work. I \_\_ (2) \_\_ to go by bus because the sun \_\_ (3) \_\_. While I \_\_ (4) \_\_ past the supermarket, I \_\_ (5) \_\_ something strange. A man \_\_ (6) \_\_ near me and he \_\_ (7) \_\_ a song very loudly on his own! He \_\_ (8) \_\_ for a few minutes. Then he \_\_ (9) \_\_ a friend and he \_\_ (10) \_\_ singing.

1. A) was walking B) walked C) walk D) walking
2. A) didn't want B) wasn't wanting C) don't want D) am not wanting
3. A) shone B) is shining C) was shining D) shines
4. A) walked B) am walking C) was walked D) was walking
5. A) was seeing B) saw C) am seeing D) see
6. A) passed B) was passing C) pass D) passes
7. A) sang B) sing C) was singing D) song
8. A) was continuing B) continues C) is continuing D) continued
9. A) will met B) met C) was meeting D) meet
10. A) was stopping B) stop C) stopped D) is stopping



**Assignment 4.** Complete the following sentences with the correct tense form of the verb:

Dennis Heal \_\_\_(1)\_\_\_ a politician. He \_\_\_(2)\_\_\_ to Oxford University in 1975, and in 1982 he \_\_\_(3)\_\_\_ a Member of Parliament. He \_\_\_(4)\_\_\_ an MP since then. He \_\_\_(5)\_\_\_ Defense Minister from 1989-95. He \_\_\_(6)\_\_\_ three books, including his autobiography “The Time of my Life”, and a spy story called “The Time to Run”. He is married to the artist Edna Heal, and they have two children. They \_\_\_(7)\_\_\_ in Oxford for 10 years, then they \_\_\_(8)\_\_\_ to London in 1995. They now \_\_\_(9)\_\_\_ in a house in Queen Square in central London.

1. A) was B) is C) is being D) has been
2. A) go B) has gone C) went D) goes
3. A) became B) become C) becomes D) has become
4. A) was B) is being C) is D) has been
5. A) was B) is C) has been D) were
6. A) has written B) wrote C) write D) writes
7. A) lives B) has lived C) have lived D) live
8. A) move B) moved C) is moving D) has moved
9. A) lives B) have lived C) lived D) live

**Assignment 5.** Complete the following sentences with the correct tense form of the verb:

Laura \_\_\_(1)\_\_\_ in a big city. If she lived in the country, she \_\_\_(2)\_\_\_ a dog. Laura \_\_\_(3)\_\_\_ a flat with three other girls. But if it \_\_\_(4)\_\_\_ possible, she \_\_\_(5)\_\_\_ on her own. If she \_\_\_(6)\_\_\_ in the country, she \_\_\_(7)\_\_\_ a small cottage, and she \_\_\_(8)\_\_\_ her own flowers and vegetables. She \_\_\_(9)\_\_\_ by underground and \_\_\_(10)\_\_\_ shopping in big department stores, but she \_\_\_(11)\_\_\_ this at all. If she \_\_\_(12)\_\_\_ in the country she \_\_\_(13)\_\_\_ her bike, and she \_\_\_(14)\_\_\_ things in a small village shop.

1. A) was living B) lived C) would like to live D) lives
2. A) has B) would have C) had D) will have
3. A) share B) is sharing C) shares D) shared
4. A) will be B) was C) is D) were
5. A) lives B) is living C) will be living D) would live
6. A) was living B) were living C) is living D) lived
7. A) will buy B) is going to buy C) would buy D) buys
8. A) grows B) wants to grow C) will grow D) would grow
9. A) is traveling B) would travel C) travels D) will travel
10. A) go B) goes C) is going D) would go
11. A) likes B) would like C) doesn't like D) is liking

12. A) were B) is C) will be D) would being  
 13. A) rides B) rode C) would ride D) is riding  
 14. A) bought B) would buy C) buys D) will buy

**Assignment 6.** Complete the following sentences with the correct tense form of the verb:

We \_\_(1)\_\_ in our new house for several months. Since we \_\_(2)\_\_ in, we \_\_(3)\_\_ very busy. Everyone \_\_(4)\_\_ to get the house ready. So far we \_\_(5)\_\_ the living room and the kitchen. Soon after we arrived the central heating \_\_(6)\_\_ down, so we \_\_(7)\_\_ to spend a lot of money to repair it. We \_\_(8)\_\_ gardening very much, but we \_\_(9)\_\_ time to do anything in the garden yet. And it \_\_(10)\_\_ very heavily recently, so we'll just wait till the weather gets better.

1. A) lives B) lived C) have lived D) have been living  
 2. A) have moved B) moved C) have been moving D) are moving  
 3. A) are B) have been being C) were D) have been  
 4. A) has been helping B) has helped C) helps D) helped  
 5. A) decorated B) decorate C) have decorated D) have decorating  
 6. A) have broken B) broke C) breaks D) are breaking  
 7. A) have been having B) have C) had D) have had  
 8. A) are liking B) liked C) have liked D) like  
 9. A) don't have B) haven't had C) had not D) aren't having  
 10. A) is raining B) rained C) have been raining D) has rained

**Assignment 7.** Complete the following sentences with the correct tense form of the verb:

I went to a school reunion last week. I \_\_(1)\_\_ very surprised. So many things \_\_(2)\_\_ . They \_\_(3)\_\_ the old gymnasium, and the library \_\_(4)\_\_ . I \_\_(5)\_\_ slowly round the school. Everything \_\_(6)\_\_ much smaller, although they \_\_(7)\_\_ some impressive new buildings. I \_\_(8)\_\_ lots of my old schools friends, too, and they \_\_(9)\_\_ the same either. Some of them \_\_(10)\_\_ to London, and the most of them \_\_(11)\_\_ married. I \_\_(12)\_\_ to the headmaster for a while. He \_\_(13)\_\_ . He \_\_(14)\_\_ that he \_\_(15)\_\_ every boy who \_\_(16)\_\_ the school since he \_\_(17)\_\_ working there in 1978. But when I asked him what my name was, he \_\_(18)\_\_ confess that he \_\_(19)\_\_ which \_\_(20)\_\_ me realize that I \_\_(21)\_\_ too!

1. A) am B) have been C) was D) had been  
 2. A) changed B) had changed C) has changed D) has change

3. A) had knocked down B) knocked down C) knock down D) have knocked down
4. A) disappeared B) was disappeared C) had disappeared D) have been disappeared
5. A) have walked B) walked C) was walking D) had walked
6. A) seems B) have seemed C) had seemed D) seemed
7. A) were building B) built C) have built D) had built
8. A) met B) meet C) had met D) have meet
9. A) hadn't stayed B) weren't stayed C) didn't stay D) not stayed
10. A) have moved B) moved C) had moved D) was moving
11. A) are get B) had got C) were got D) have got
12. A) talked B) had talked C) was talking D) have talked
13. A) haven't left B) had not left C) didn't leave D) hadn't leave
14. A) said B) was saying C) had said D) have said
15. A) remembers B) have remembered C) remembered D) had remembered
16. A) attended B) had attended C) have attended D) attending
17. A) had started B) starts C) started D) have started
18. A) had to B) have had to C) had had to D) was having to
19. A) forget B) forgot C) have forgotten D) had forgotten
20. A) have made B) made C) had made D) was made
21. A) was changed B) had changed C) have changed D) changed

## UNIT 3



**Introductory Text:** Read the text, comment on its main messages and answer the questions that follow. Write a synopsis of the text.

*The Importance of Science* Thinking about science, Goethe once said, «To one man it is the highest thing, a heavenly goddess; to another it is a productive and proficient cow who supplies them with butter». The **results** of science and the motives for doing it are **diverse**.

Curiosity is the most powerful **motivation** for research professionals — and for many amateurs, too. Science clarifies, explains and **occasionally** predicts. Understanding a piece of universe can bring **satisfaction** and excitement to anyone.

Science serves the missions of **improving** health, national security, energy, the environment and communications, it creates new products, meets the demands of **emerging** markets and satisfies social needs. But even strong "**faith**" in science may crack in **strained circumstances**.

When it comes to future justification for curiosity-driven and mission-oriented research, we **encounter** three **related undertakings**.

First, we have to rethink the case from inside the scientific **community**. Government, businesses and universities must demonstrate that investments in science are the 'only way of fulfilling **long-range goals**. Research executives will have to document the **ample** returns from past investments and then outline future paths. Setting priorities will not be easy, and **,stern** management to ensure excellence will be **essential**.

Second, we should broaden the dialogue. Society must be engaged in continuing exchange about national goals and research priorities. The press, industry, nonprofit organizations must participate.

Finally, we must **expand** the **accessibility** of knowledge.

The entire professional community must pay more attention to building a scientifically literate society. Support for science, and for the **benefits** of technology, increases with educational level.

**To be successful in the twenty-first century, we need more science, not less.**

*What is Science?* Science is first of all human activity. Sciences arouse out of man's efforts to survive, his natural curiosity, his search for order in the surrounding world. It arouses from man's efforts to understand nature and himself.

In science you study nature and human nature, living nature and nonliving nature The fundamental aim of science is to describe the facts of nature and

natural events The basis of science is the belief that natural events have natural causes. When science looks for the cause of any given natural phenomenon, it is simply looking for a set of circumstances which **gave rise** to the event, **circumstances** which themselves grew out of a still earlier set of conditions. Science makes this search by observing facts, by organizing these facts in orderly **fashion**.

A secondary purpose of science is the formulation, on the basis of experimental facts, of principles and theories which are the generalizations and which will lead to new studies and increased knowledge.

What distinguishes science from other activities is that it enables person to see the world “as it really is”. This may mean different things to different persons at different times. Over the ages, science has found the world to be flat at one time, round at another and more recently “eggshaped”, to be the centre of the universe and, later only a speck in the cosmos, to be made up of four fundamental substances and, later, of more than one hundred fundamental substances.

This does not mean that science is unreliable. That means that science keeps **pace with the times**. Every new discovery widens the horizon and **increases the extent of our contact with unexplored areas**.

We all know that science plays an important role in the societies in which we live. Through technology, science improves the structure of society and helps person to gain increasing control over his environment. **To science we owe** most of our comforts, our leisure, our health and longevity, our ability to mould **environment**, to communicate instantly and to move swiftly over the Earth.

Science is an occupation for people who are openminded, who are capable of putting their beliefs to many tests. There is always room for freshness, newness, and brightness in it. The openness and freedom of science makes it the most advanced kind of thought humanity has so far developed.

*Science Method* As man's knowledge of natural phenomena increased, there came a time when he recognized that his growing knowledge of nature was the result of his application of a particular method of investigation. It seemed clear that a special **sequence of procedures** was applied to establish the working principles of science. **The emphasis passed from** the knowledge itself to the method by which that knowledge was obtained. This rather well defined procedure has come to be known as the Scientific Method. The steps in the procedure may be listed as follows: *First* — the recognition of the problem. *Second* — collection of relevant facts or data. *Third* — analysis of data and proposing a solution (i. e. a hypothesis). *Fourth* — performance of test experiments. *Fifth* — acceptance, modification or abandonment of the hypothesis in the light of the results of the test experiments. If the hypothesis is discarded as the result of the test experiments, a new one will be set up and steps three, four and five will be repeated until an explanation is found which accounts **satisfactorily** for all the known experimental

facts. As the **amount of substantiating data** becomes larger and larger, the **hypothesis advances to the rank of a theory** and eventually may be accepted as true. It should be noted that in general one adopts first the most obvious hypothesis, that is, the one that at the moment seems to offer the simplest explanation of the observed facts. This hypothesis may or may not prove to be satisfactory in the light of later evidence. In coming to a conclusion about any hypothesis, the true scientists are swayed only by experimental evidence. They are not, for instance, governed principally by what they or anyone else want the result to be, by the reputation of the man who advanced the hypothesis, by what the majority of people think about it, or by any similar emotional reaction to the problem. They will constantly check their conclusions and hypotheses by experiment and be guided solely by the results thus obtained.

1. What are the motives for doing science? What is the most powerful motivation?
2. What are the missions of science?
3. Are there any problems concerning scientific development? What are possible ways of solving them?
4. What can be done to build a scientifically literate society?
5. What major conclusions does the author arrive at?
6. Why did the author mention «the goddess» and «the cow»?
7. What was the author's purpose for writing this passage (to inform, to describe, to persuade, to explain, to entertain or something else)? What is the author's opinion on the subject?
9. What is Science? Why does it play an important role in the societies in which we live?
8. What is “Scientific Method” as a notion? Describe the steps in the procedure “Scientific Method”.

### *Vocabulary Commentary*

**result** — something that happens because of an action or event. Synonym:  
outcome; укр. результат, наслідок

**diverse** — different (from each other), showing variety укр. різноманітний

**motivation** — need or purpose. Synonyms: incentive, stimulus, motive укр.  
стимул, мотивація

**occasionally** — укр. час від часу, інколи

**to satisfy** — to give enough for укр. задовольняти

**to improve** — to make better укр. поліпшувати

**to emerge** — to come or appear from inside or from being hidden укр.  
з'являтися, виявлятися

**faith** — firm belief, trust, complete confidence укр. віра

**straitened circumstances** — difficult because lacking money. Synonym: money is short укр. фінансова скрута

**to encounter** — to meet or have to deal with (esp. Something difficult) Synonym: to be faced with укр. стикатися

**related** — connected in some way укр. суміжний, пов'язаний

**undertaking** — a job, a piece of work or anything needing effort укр. нелегка справа

**community** — a group of people living together and/or united by shared aims and interests укр. спільнота

**long-range** — covering a long distance or time укр. довгостроковий

**ample** — enough or more than enough укр. достатній

**stern** — firm, strict, severe укр. суворий

**essential (to, for)** — completely necessary for the existence, success of something. Synonyms: most important, notable, fundamental. Also: indispensable — too important or too useful to do without укр. нагально необхідний, суттєвий, дуже важливий

**to expand** — to increase in size, number, volume, degree; to grow larger, to broaden укр. збільшувати, розширяти

**accessible** — easy to reach, enter or obtain. Synonym: obtainable укр. доступний

**accessibility** — доступність

**access** — доступ

**benefit** — anything that brings help, advantage or profit укр. перевага, користь

**set of circumstances** — a number of conditions or facts, connected with an event or person, that belong together because they are similar or complementary to each other

**to give rise to something** — to be the cause of something, to suggest

**in orderly fashion** — in well-arranged order

**to keep pace with the times** — to progress

**to increase the extent of our contact with unexplored areas** — to widen and deepen the research

**to science we owe** — we feel grateful to science for...

**to mould the environment** — to guide, control or influence the surrounding world.

**sequence of procedures** — the regular order of doing things

**the emphasis passed from ... to** — something became more important than which accounts

**satisfactorily for** — which is a good explanation

**amount of substantiating data** — number of facts that support hypothesis

**hypothesis advances to the rank of a theory** — hypothesis gradually changes into a theory

**Note:**

переваги	недоліки
advantage(s)	disadvantage(s)
merit(s)	demerit(s)
plus(es)	minus(es)
	weakness (es)
	shortcoming(s)
	limitation(s)
	pitfall(s)

**Assignment 1. Give English equivalents to:**

сильний стимул; професіонали та аматори; різноманітні мотиви; поліпшувати; слугувати меті; час від часу, фінансова скрута; довкілля; задовольняти потреби; довгострокові цілі; наукова спільнота; некомерційні організації; розширяти доступність знань; приділяти більше уваги; переваги науки та техніки; національна безпека; встановлювати пріоритети; намагання людини пізнати природу та саму себе; фундаментальна мета; вести до нових досліджень (вивчень); науковий метод.

**Grammar Commentary***PASSIVE VOICE*

Пасивний стан виживається тоді, коли підмет речення означає об'єкт дії (тобто особу або предмет, на які спрямована дія). Пасивний стан вживається, коли нас цікавить не особа або предмет, що виконує дію, а особа або предмет, на які спрямована дія. Тому в реченнях з дієсловом у пасивному стані особа (предмет), що виконує дію, здебільшого не вказується. Але діюча особа може бути виражена додатком з прийменником *by* (інколи *with*), наприклад: Присудок, виражений дієсловом у пасивному стані, українською мовою може перекладатися:

а) дієсловом з часткою *-ся*: Articles by post-graduate students and competitors are published in specialized scientific journals. Статті аспірантів та здобувачів видаються у спеціалізованих наукових журналах.

б) сполученням особової форми дієслова бути з дієслівними формами на *-но*, *-то* або з пасивним дієприкметником: The thesis was defended five years ago. Дисертацію було захищено (була захищена) п'ять років тому.

в) дієсловом в активному стані (здебільшого в неозначено-особових реченнях): The students were allowed to use grammar guides. Студентам дозволили користуватися підручниками з граматики.



Заперечувальна форма у пасивному стані утворюється за допомогою частки *not*, яка ставиться перед дієсловом. Under these conditions the questions cannot be answered unambiguously. За даних обставин на це питання не можна дати однозначну відповідь.

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He <b>delivers</b> the letters.</i>	<i>The letters <b>are delivered</b>.</i>
Past Simple	<i>He <b>delivered</b> the letters.</i>	<i>The letters <b>were delivered</b>.</i>
Future Simple	<i>He <b>will deliver</b> the letters.</i>	<i>The letters <b>will be delivered</b>.</i>
Present Continuous	<i>He <b>is delivering</b> the letters.</i>	<i>The letters <b>are being delivered</b>.</i>
Past Continuous	<i>He <b>was delivering</b> the letters.</i>	<i>The letters <b>were being delivered</b>.</i>
Going to	<i>He <b>is going to deliver</b> the letters.</i>	<i>The letters <b>are going to be delivered</b>.</i>
Present Perfect	<i>He <b>has delivered</b> the letters.</i>	<i>The letters <b>have been delivered</b>.</i>
Past Perfect	<i>He <b>had delivered</b> the letters.</i>	<i>The letters <b>had been delivered</b>.</i>
Infinitive	<i>He <b>has to deliver</b> the letters.</i>	<i>The letters <b>have to be delivered</b>.</i>
Modals	<i>He <b>must deliver</b> the letters.</i>	<i>The letters <b>must be delivered</b>.</i>

**Assignment 1.** *Identify Passives and give Ukrainian translation of the sentences.*

1. Some people are easily influenced by other people's opinion. 2. The distribution of plants is greatly affected by local conditions. 3. The seminar was attended by all the participants. 4. His lectures are always followed by heated discussions. 5. In several areas of research the efforts of scientists are joined by those of philosophers and sociologists. 6. All the university students are offered a curriculum of study which is followed by a test and the award of a degree. 7. The members of the laboratory were consulted prior to this successful operation. 8. When the students have their practical work, they are given many experiments to make and different problems to solve. When something for them is difficult, they are helped by the teachers. 9. Savchenko's invention was demonstrated at the Polytechnic Institute. 10. Lectures by Professor B. will always be attended by many people. 11. The above problems are being investigated by one of our scientists. 12. He was not allowed to enter the room because some students were being examined there. 13. No harmful influence of the work of the atomic power station on the health of the workers has been observed. 14. Many materials now commonly used were not even thought of about forty years ago. 15. Analysis is naturally followed by synthesis. 16. The main reports were preceded by some introductory remarks. 17. Almost all materials are affected to some extent when placed in a strong magnetic field. 18. Thinking of the Universe as a whole, we are at once confronted by the vital questions concerning its possible evolution in time.

**Assignment 2.** *Rewrite the following passage in the Passive.*

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

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**Assignment 3.** *Rewrite the following passage in the Passive.*

Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closer. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

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**Assignment 4.** *Rewrite the following passage in the Passive.*

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

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**Assignment 5.** Rewrite the following passage in the Passive.

My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleepwalking!

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**Assignment 6.** Choose the correct answer.

1. The results of the research ---- that, presently, several East Asian countries ---- rapidly.

- A) have indicated / were developing
- B) indicate / are developing
- C) are indicated / have been developing
- D) were indicated / had developed
- E) had indicated / developed

2. Understandably, her friends ---- when Julia married someone else after being engaged to John for two years.

- A) are surprising
- B) were surprised
- C) surprised
- D) will be surprised
- E) had surprised

3. Normal climbing boots slip in icy conditions, so climbers ---- iron plates with spikes, known as crampons, to their boots.

- A) should be fixed
- B) have to fix
- C) have been fixed
- D) used to fix
- E) must be fixed

4. The facsimile ---- when the secretary returns from lunch.

- A) will be sent
- B) is going to send
- C) should have sent

- D) was being sent
- E) has been sent

5. Because James ---- to physical work, he ---- after he had spent a week on the farm.

- A) isn't accustomed / might be exhausted
- B) hadn't accustomed / had exhausted
- C) won't be accustomed / will be exhausted
- D) hasn't accustomed / has exhausted
- E) wasn't accustomed / was exhausted

6. An apple tree ---- fruit until it is five to eight years old.

- A) did not bear
- B) was not bearing
- C) has not been borne
- D) does not bear
- E) will not be borne

7. Animals ---- to survive in the wild, rather than kept in captivity.

- A) are helping
- B) have been helping
- C) should be helped
- D) could be helping
- E) ought to have helped

8. The hill where Jane Austen set one of her romances ---- Box Hill because of the box trees which ---- there.

- A) calls / are grown
- B) has been calling / grew
- C) used to call / used to grow
- D) are calling / were growing
- E) is called / grow

9. Your chances of success in an examination ---- if you ---- the course work thoroughly.

- A) enhance / are revised
- B) were enhancing / revised
- C) had enhanced / were revising
- D) could be enhanced / would revise
- E) are enhanced / revise

10. Portland cement, when it ---- with water, ---- a paste that binds sand, gravel and stone into a rock-like mass called concrete.

- A) will be combined / formed
- B) has combined / is formed
- C) was combined / was formed
- D) combines / has been formed
- E) is combined / forms

11. When he ---- an essay on time for once, his professor ---- him a look of surprise.

- A) handed / gave
- B) was handed / was giving
- C) is handed / will be given
- D) has handed / would give
- E) hands / is given

12. The twentieth century, now nearing its end, ---- the century when mankind ---- to realise that the Earth's resources are limited.

- A) was / was coming
- B) will be / had come
- C) has been / has come
- D) had been / came
- E) will have been / is coming

13. You ---- plenty of time in case the bus ----; otherwise, you'll risk missing your ferry.

- A) must have allowed / delays
- B) used to allow / delayed
- C) ought to be allowed / has delayed
- D) had better allow / is delayed
- E) were allowed / was delayed

14. Up to now, the equipment ---- regularly, but from now on, we ---- it before every outing.

- A) wasn't checked / are checking
- B) hasn't checked / will be checking
- C) isn't being checked / should be checked
- D) hasn't been checked / are going to check
- E) hadn't checked / have to be checked

15. It's true that happiness ---- with money, but some money ---- life easier.

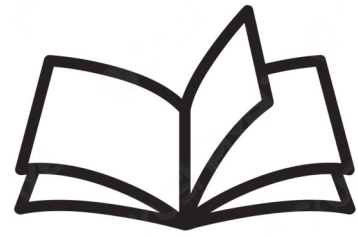
- A) mustn't be bought / made
- B) shouldn't bought / has made
- C) can't be bought / makes
- D) doesn't buy / is making
- E) hasn't been bought / is made

16. Judging from the speed of mechanisation, it ---- that very few things in the world ---- by hand in the twenty-first century.

- A) has been predicted / will be making
- B) can be predicted / will be made
- C) will be predicted / were made
- D) is being predicted / have been made
- E) is predicting / will have been made

## UNIT 4

**Introductory Text:** *Read the Summary Writing Guidelines, comment on the steps suggested.*



### How to Write a Summary in 8 Steps

Writing a good summary demonstrates that you clearly understand a text...and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following this easy 8- step method, you will be able to summarize texts quickly and successfully for any class or subject.

1) Divide...and conquer. First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.

2) Read. Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.

3) Reread. Rereading should be active reading. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points. It is really important that you identify the MAIN points that the author is making to support the overall main idea of the article or text. Usually you will not include things like statistics and examples in a summary, so avoid including all that detail. If you are still unclear on what you are reading and what are the main points you need to include in your summary, re-read again. You can repeat this step as many times as you need to until you really understand the text.

4) One sentence at a time. You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details. Welldeveloped sentences are not necessarily long, but they are complete and tell the reader clearly what the idea is. Here, you need to be using your own words as much as possible and not copying from the original text.

5) Write a thesis statement (BIG main idea that says what the whole summary is about). This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement in a sentence that clearly communicates what the entire text was trying to achieve – in this sentence you should write what you think the overall main idea of the article or text is. What is the author trying to make a point about? If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

6) Ready to write. At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some appropriate transition words (such as then, however, also, moreover) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
- Make sure to include the author and title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you must use the words of the author, cite them – put them in quotation marks and include a reference in brackets (surname of author, date article was published/e.g, Clarence, 2014).
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

7) Check for accuracy. Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.

8) Revise. Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.





## Template for annotation and summary writing

### The title of the article

• I would like to present the article by *Maureen Tam* published in the 4th issue of “*Quality Assurance in Education*” in 2017. The title of the article is “*Measuring the effect of higher education on university students*”.

• The article to be discussed/ analysed is “*Measuring the effect of higher education on university students*”.

• The article was published in 2017.

• The author is a well-known/ distinguished/ outstanding scientist in the field of *Theory of Education*, *Maureen Tam*, Director at the Teaching & Learning Centre, Lingnan University, Tuen Mun, Hong Kong.

### Stating the theme:

• The article/paper/research under consideration...

- addresses ...
- deals with...
- examines...
- focuses on...
- concentrates on...
- is devoted to ...
- is concerned with... the problem(s) / the issue(s) of.....
- presents a detailed study of...
- presents a new approach to...
- presents an in-depth analysis of...
- presents the author’s findings/observations on (as to)...
- presents a new methodological framework for...
- takes a close look at...
- touches upon...

### Stating the purpose:

• The main/chief/general/central/major/primary/key) **aim** (purpose, objective, goal) of the article/paper/research is to.... .

### The methods used/The methodology adopted:

• The study / analysis / research / paper / article, etc... is based on the approach / assumption / evidence / calculations / methods / findings / idea / observations.... .

• The methods / techniques used / applied / utilized, etc. include...

Summarizing crucial information – the key points of the content:

- The author
  - argues that...
  - begins by saying/stating/claiming/observing... that....
  - claims that...
  - clarifies...
  - considers...
  - criticizes...
  - demonstrates...
  - discusses... *in particular,... such as..., among them... , In addition,..., Moreover,...*
  - emphasizes... *Finally,...*
  - explicates...
  - explains...
  - expresses his opinion/point of view/doubts/skepticism/disapproval... as to...
  - evaluates...
  - illustrates...
  - highlights...
  - offers a new way of / an innovative approach to...
  - outlines...
  - presents...
  - proposes...
  - provides evidence of / to the effect that...
  - provides some information/statistics/facts/evidence concerning...
  - provides solid grounding to...
  - singles out...
  - outlines ... .
  - speaks in favor of/against...
  - states that...
  - stresses...
  - suggests...
  - summarizes...
  - supports the view that .. .

*Note: most of the above “openers/leads” can be used in the Passive Voice, e.g.: It is argued / claimed / emphasized / stated / stressed / highlighted / suggested / stressed, etc. ... that...*

Conclusion/concluding remarks:

- In conclusion, the author states / suggests / stresses / summarizes / emphasizes / expresses the idea ... The author concludes by saying / stating /

suggesting / expressing the idea that... ; To summarize / To sum up / In summary,... ; The author draws the conclusion that...

Drawbacks, prospects and applications:

- Little attention is given to ...
- The author failed to show/ exhibit/ provide/ present/ give an account of.../ direct our attention to...
- The article suffers for some mistakes/ errors/ limitations/ shortcomings/ careless proof-reading.
- In spite of these drawbacks the article is a useful reference work/ a valuable source of ready information.
- The results obtained / the approach suggested/the methodology applied / our analysis
  - have/has a high potential for...
  - can lead to...
  - can find fruitful application in/for...
  - can be developed further to/for...
  - can be applied/used to/for...
  - can be put into practice in/to...
  - can enrich/broaden...

Key words: ..., ..., ..., ..., ..., ... .

**Assignment 1.** *Read the article suggested, conduct a thorough review of each structural part of it and give a summary of the whole article suggested.*

**The Changing Role of Higher Education:  
Learning to Deal with Wicked Problems**

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**Abstract**

The role of higher education is changing in today's world because the world itself is changing, and complex problems confront us daily. This essay will explore the role of an emerging group of individuals who can serve as a bridge between the academic community and the world at large. These administrators, faculty members, staff, students, and community members can help create new opportunities for different disciplines to work together and for all parts of a campus community and members of the broader society to form new working

relationships to address the complex problems of today's world. What role will these boundary spanners play in building a culture of engagement? How will their work change our ideas about faculty work, staff work, and the role of students in achieving the goals of the institution and in responding to the changing world around us?

### **Introduction**

The role of higher education is changing in today's world because the world itself is changing. All of our postsecondary institutions, regardless of their mission, are exploring how we can educate our students to become the kind of educated citizenry that we need in our nation today. We also are examining how our institutions can model informed and collaborative interactions with the broader society both locally and wherever our missions and interests take us. These goals have implications for the nature of our curricula and our conceptions of what it means to be well-educated. There also will be consequences for how we approach scholarship, teaching, and learning; how the careers of our faculty unfold; the roles and responsibilities of staff; the structure of our institutions; and how we support our mission. There also will be changes in our interactions with the communities that make up our world, both internally and externally. The future opening up to us is both challenging and exciting.

This essay will explore these elements and consider the role of individuals—administrators, faculty members, staff, students, and community members—who see the world in new ways, who can construct a deeper sense of today's realities from perspectives drawn from many disciplines, and who can draw others together to design solutions to the problems we face as a society and as a global community. These people who can help create new opportunities for different disciplines to work together and for all parts of a campus community and members of the broader society to form new working relationships are boundary spanners. Others call them “transacademic interface managers” (Brundiers, Wiek, & Kay, 2013). They can come from within the academy or from the external community. Their roles are emerging, and they are seeking to find their way in a world that blends the traditions of an academic culture and the knowledge, experiences, and expectations of a broader community. In this essay, we will consider several questions. What role will these individuals play in building a culture of engagement? How will their work change our ideas about faculty work, staff work, and the role of students in achieving the goals of the institution and in responding to the changing world around us?

### **Higher Education in the 21st Century: Learning to Deal with Wicked Problems**

Our nation's colleges and universities have always sought to prepare their graduates for life and work in their own era. The pressures we face as educators and administrators in higher education today, both from outside the academy and

from within our own community, are complex, interlocking, and hard to manage (Ramaley, 2013). These challenges require us to rethink what it means to be educated in today's world and to explore ways to provide a coherent and meaningful educational experience in the face of the turbulence, uncertainty, and fragmentation that characterize much of higher education today. We have faced times like this before, and our imagination, creativity, and commitment to the common good have helped us through. As Rudolph (1990) explains it:

“War, declining enrollments, the sudden instability of whole areas of knowledge. Dynamic social and economic changes—these and a multitude of other developments have often thrown the American college back upon itself and forced upon it a moment, perhaps even an era, of critical self-assessment and redefinition. (p. 110)”

We are again in such a time, and we face a fresh set of “other developments” that now throw us not simply back upon ourselves but into the sometimes confusing and difficult territory of campus/community collaboration and the effect of new forms of scholarship and practice. Open for fresh consideration are how we express our roles as scholars, teachers, and learners; the pathways we pursue in our careers; and the way that our work will be evaluated by peers, both within the academy and beyond. Collaboration with partners in the broader society will, I believe, offer a workable accommodation and response to the growing number of challenges that affect us as institutions and that we must address as we perform our responsibilities as intellectual and social resources for our society. These relationships, however, will require us to rethink the nature of the work we do and the impact of our contributions on how we generate knowledge, create an inspiring educational environment, and assist our students in acquiring the knowledge and skills they will need to work effectively with others to address complex problems. As we work to create greater institutional resiliency and adaptability in an uncertain world, we have a responsibility to learn both with and from others and to contribute to the efforts of other organizations and communities that are facing the same or similar challenges.

Workable responses and solutions to today's problems require new ways of learning, new ways of working together, and new definitions and measures of progress and success. I will make the case for the power of engagement as a way to approach our core functions of scholarship, teaching, and learning and as a strategy for linking scholarship and learning to the improvement of life in the community. Engagement can tap resources that would otherwise not be available to our institutions and our communities because they represent tacit knowledge and expertise accumulated by individuals or small groups of residents within the community. Engaged work draws upon many perspectives to frame questions, explore options, and develop and then apply solutions to challenges, both in the local community and beyond.

The formal definition of engagement developed by the Carnegie Foundation for the Advancement of Teaching (2013) is built upon the Boyer (1990) model of scholarship in which discovery, interpretation, and application of knowledge become a shared commitment and an endeavor that brings together scholars from across the disciplines and members of the external community who bring different perspectives and experiences to work on problems of common interest.

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

“The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good”. (Carnegie, 2013, para. 4)

Unlike the culture of traditional scholarship, which is assessed by academic peers (Glassick, Huber, & Maeroff, 1997), engaged scholarship and engaged learning must meet both the standards of the academy and the expectations of community partners and representatives. At its core, engagement follows the same decision-making and solution-finding path that should be familiar to all of us who came of age in the traditional academy. The roles and responsibilities of the participants are clear. What differs is who plays those roles and how different participants interact with each other to advance the agenda (adapted from Mathews, 2006). In engaged scholarship, members of the academy and community partners share responsibilities for each of these tasks.

- Who names the problems and asks questions?
- Who identifies and evaluates the options?
- Who shares resources to advance the agenda?
- Who cares about what choices are made?
- Who bears the risks and who enjoys the potential benefits?
- Who interprets the results and defines success?

### **Education in Today’s World: Engaged Learning**

One of the best descriptions of what it means to be educated was produced early in our current era by William Cronon (1998). An educated person can be described as fully by how they interact with other people as by what they know (Ramaley, 2005). In Cronon’s list of traits, a clear portrait emerges of educated people who (1) listen and pay attention to the ideas of others; (2) read and understand; (3) can talk with anyone; (4) can write clearly, persuasively, and movingly; (5) can look at something complicated, figure out how it works and how to respond to complex and changing problems; (7) focus on other

people's ideas, dreams, and even nightmares, not just their own mental landscape, and practice humility, understanding, and self-criticism; (8) know how to get things done in the world and leave the world a better place; (9) enjoy nurturing and encouraging other people and appreciate the value of being a member of a community; and (10) above all, follow E. M. Forster's injunction from *Howards End*—"Only connect"—by which Cronon means the ability to see the connections that allow us to make sense of the world and to act within it in creative and responsible ways.

Kim Stafford (2003), in his reflections on the writer's craft, summed up these ideas in his own way. He wrote, "A new connection among a constellation of dispersed facts is always original. There lies the pleasure of discovery and creation" (p. 61). Reading the world in this way, according to Stafford, "honors an old paradox about reading, for the verb 'to read' originally meant both to decipher a text and to explain a mystery" (p. 77). Engaged learning and scholarship open up new ways of seeing, new approaches to sensemaking, and new opportunities to work together to apply what we learn by "reading" our environment. These ways draw upon the mental models, values, and language of different disciplines and different ways of understanding the world.

### **Dealing with Wicked Problems**

Kim Stafford's (2003) reflections on "reading" the environment offer a way to address wicked problems, the kind that permeate our lives today both in our own communities and across the globe. These are the kind of problems that we must address through the public problem-solving that takes place in a healthy democracy (Oh & Rich, 1996) and that we must learn to model in our campus communities as well. The concept of a wicked problem was developed by Rittel and Webber (1973), who argued that the professional's job was once seen as solving an assortment of problems that appeared to be definable, understandable and consensual . . . but now that these relatively easy problems have been dealt with, we have been turning our attention to others that are much more stubborn. (p. 156) According to Rittel and Webber (1973), these kinds of wicked problems cannot be definitively defined; they continue to change as we study them; the choice of an appropriate response or solution is never clear-cut; there is little if any room for trial and error; every problem is essentially unique; every problem is tangled up with other issues and may be a symptom of a larger, more complex challenge; and there isn't much margin for error in understanding the issues and in choosing strategies for handling the problem because every choice creates new problems of its own.

The management of this kind of problem requires collaboration, a sharing of exposure to risk and an opportunity for benefit, and a willingness to learn as the problem changes. It is this sort of challenge, defined as contested questions coupled with unclear and often disputed solutions, that lends itself to engaged

strategies of scholarship, teaching, and learning. The prevalence of this kind of problem also is reshaping our approach to professional education and our collaborations with professionals in our communities as we seek to prepare people who have not only content knowledge but also the ability to use that knowledge wisely while continuing to learn, who can read the environment of practice, and who can work with others to address the needs of the people and organizations they serve (Palmer, 2007). Professionals who possess these skills are also reflective practitioners, individuals who live in Donald Schoen's "swampy lowlands" and navigate through often murky and uneven terrain (Schoen, 1987, p. 37). Experience with the integration of research, education, and application or professional practice can prepare a student to take on the role of an integrator and boundary spanner.

According to Camillus (2008), a wicked problem can be identified by studying its characteristics. These problems happen in the "swampy lowland" of daily life (Schoen 1987, p. 37).

"Wicked problems often crop up when organizations (or communities) have to face constant change or unprecedented challenges. They occur in a social context; the greater the disagreement among stakeholders, the more wicked the problem. In fact, it's the social complexity of wicked problems as much as their technical difficulties that make them tough to manage. Not all problems are wicked; [however] confusion, discord and lack of progress are telltale signs that an issue might be wicked". (Camillus, 2008, p. 100)

### **Building the Capacity to Manage Wicked Problems**

The features of a wicked problem sound very much like those workings of democracy in our nation today that arouse our concern. To quote Camillus (2008) again, any wicked problem "involves many stakeholders with different values and priorities" (p. 100). The problem itself is a tangled knot, like an impacted wisdom tooth with multiple roots. These problems are "difficult to come to grips with" while they "change with every attempt to address them" (p. 99). As if that were not enough, these challenges have no obvious precedent, and there is no well-practiced or simple way to solve them. Life in a community, on campus or off campus, often follows this kind of pattern.

Wicked problems often create nested or tangled elements that are difficult to unravel. The description of a wicked problem that Camillus (2008) offers also sounds very much like the pressures we all are facing as we seek to steer our colleges and universities through a turbulent and increasingly uncertain environment. Our roles and purposes are increasingly questioned; our sources of support, both financial and social, continue to dwindle; and our efforts are criticized in ways that cause us to wonder whether the public purposes for which our institutions were founded are fading away (Humphreys, 2012).



The elements from which we build an institution are also changing. The educational environment is no longer fully within our control. The world itself is both a classroom and a laboratory, and all of us can learn at any time, in any setting, and for a multiplicity of reasons. For a number of years now, patterns of participation in higher education have been shifting to complex models of intermittent enrollment, transitions from one institution to another, and co-enrollments of various kinds (Adelman, 1999). Similarly, the composition of the professoriate and the career paths open to academics are changing (Austin, 2003). Concerns about success in these complex environments have led to criticism from external stakeholders about the cost of an education, the economic value of a college degree, low graduation rates, and different success rates across social and economic groups (Humphreys, 2012). These demographic and cultural shifts are further complicated by technology that is changing how we communicate with one another, how we learn, where we learn, what we want to know, and how we will use the knowledge we have acquired (Shirky, 2008).

Today's global challenges (The Millennium Project, 2013) are especially difficult wicked problems, ranging from democratization to sustainable development and climate change, clean water, health issues, energy sources, and peace and conflict. To prepare ourselves and our students to deal with problems like these, whether they are playing out in our own communities or across the globe, we must learn to engage our students, faculty, staff, and community partners in the task of working on a problem that changes as we study it, defies easy solutions, and requires us to work with people we have never met before who may or may not share similar values and who most certainly bring with them very different perspectives and expertise.

In a recent report from the Academy of Arts and Sciences, the Commission on the Humanities and Social Sciences (2013) asked, "Who will lead America into a bright future?" (p. 17) The report answered the question succinctly and issued a challenge to all of us who both seek to educate our students and live responsible, creative, and productive lives ourselves. "Citizens who are educated in the broadest possible sense, so that they can participate in their own governance and engage with the world. An adaptable and creative workforce. Experts in national security, equipped with the cultural understanding, knowledge of social dynamics and language proficiency to lead our foreign service and military through complex global conflicts. Elected officials and a broader public who exercise civil political discourse, founded on an appreciation of the ways our differences and commonalities have shaped our rich history. We must prepare the next generation to be these future leaders". (Academy, 2013, p. 17)

The leaders of today's world must have experience with questions like these and some opportunity to come up with workable ways to manage them in a collaborative, open, and respectful way as a part of their education, at home or

abroad or both. To provide appropriate exposure to various aspects of wicked problems and to foster the knowledge, intellectual skills, and social and civic responsibility that can inform and shape how we react to problems of this kind, universities must learn how to work in a solutionfinding mode as well. The task of organizing our intellectual assets in ways that contribute to in-depth exploration and broad integration across fields and perspectives offers its own kind of wicked problem. Academic institutions have grown accustomed to organizing intellectual capital in discrete domains that we call departments and disciplines. Although most of us have various forms of integrative mechanisms and support structures for collaboration and cross-disciplinary scholarship, it is rare for these efforts to shape our curriculum and our expectations of our graduates. The Degree Qualifications Profile (Lumina Foundation, 2011) offers one attempt to define a model of coherence, integration, and progression over time, held together by reflective learning and practice shaped by attention to real-world problems. As more institutions experiment with approaches to designing an education that meets the demands of a new era, they will develop new ways to model, foster, and assess the knowledge, skills, and inclinations that will be needed by productive, creative, and responsible people in today's world.

In the 20th century, universities were recognized for their comprehensive array of disciplines, the research funding they obtained from a small set of federal agencies and the publications that arose from that sponsored work, their focus on technology transfer and outreach supported by a dedicated infrastructure managed by professional staff and extension agents, and a highly selected and well-prepared student body. The excellence of the institution was, in sum, the aggregate of the individual scholarly efforts of faculty, interpreted and applied primarily by outreach professionals (Holland, 2012).

Although this model of institutional achievement will surely continue to be part of our academic culture, the overall reputation and impact of a university will increasingly shift to a new pattern of achievement based on a different approach to the production and use of knowledge that is collaborative, open, and global in character (International Business Machines Corporation, 2006). In the 21st century, universities will focus on a number of signature themes that reflect both their academic interests and the characteristics of the communities and regions that they serve. Institutions will build extensive collaborative partnerships with other universities, sectors of society, local communities, and even nations to generate knowledge, address societal challenges, and create learning environments in which to educate their students. Universities will work together to address the needs of a much more diverse student population and to enhance the overall level of persistence and success in the educational environments created both by individual institutions and by networks of cooperating institutions. Innovative technology-based and experiential teaching methods (Kuh, 2008) 16 Journal of Higher

Education Outreach and Engagement will be developed and utilized to support student learning and success and to engage students in collaborations that address wicked local and global problems. In this model of engaged scholarship and learning, excellence will acquire new dimensions. The reputation and impact of a university will be created through measurable effects on the quality of local and global life, culture, health, economic stability, and environment (Holland, 2012).

### **The Role of Boundary Spanners**

As in all organizations, the collective behavior that constitutes institutional mission, culture, and capacity depends upon the work of each member of the campus community. Boyer (1990) published a landmark text that addressed the implications of the ways that the work of the academy, exemplified most significantly at that time by the scholarship of individual faculty members, was adapting to “shifting priorities both within the academy and beyond” (p. xi). Boyer’s observation that the faculty reward system was narrowing “at the very time that the mission of American higher education was expanding” set the stage for his argument that “[at] no time in our history has the need been greater for connecting the work of the academy to the social and environmental challenges beyond the campus” (p. xii). He set out to define in more comprehensive terms what it means to be a scholar and how teaching and research represent aspects of the same complex process of making sense of the world.

Over 20 years later, the same issues are still with us, but the larger worldview that is informing our changing sense of mission and purpose now includes the work of students, professional staff, and members of the broader community as well. As Boyer (1990) foreshadows in his aptly titled chapter “The Faculty: A Mosaic of Talent,” our entire campuses are now a mosaic in which each piece matters, but the value of each contribution takes on a greater meaning when seen in the broader context of the responsible use of the knowledge that is generated both within the academic enterprise and in society at large. Leading a university is now rather like conducting a large orchestra made up of individually talented musicians who are still learning how to play together. Some are experienced and wise and willing to help their younger colleagues along, some are full of energy and enthusiasm but lacking in confidence or ability to listen well to others, and some are annoyed at the choice of the composition to be played and prefer to play a solo piece.

The people who are growing into the role of boundary spanner must ask themselves several defining questions as they develop a distinctive identity and purpose within the academy and seek to advance the practice of engaged scholarship, learning, and teaching in cooperation with members of the community both on campus and beyond.

1. How do you see yourself as a scholar?
2. How do you describe your work to others?

3. What do faculty and students and members of the broader community want to learn, how do they want to learn, and what do they want to do with the knowledge they gain?

4. What adaptations is your institution making to the changing nature of the production and use of knowledge and what we now expect from college graduates in today's environment? 5. What is your own role in this changing environment, and how can you best contribute to the development of a culture of engagement? How can you use your own expertise and connections to inform and support adaptations of the academy to the realities of life today? Although these questions are not comprehensive, they do offer a start in exploring roles and responsibilities and patterns of influence in the changing academic world and how best to link the world of the academy to the experiences and knowledge of the broader community to create a working environment that supports engaged forms of scholarship, teaching, and learning. At its heart, the question is about how best to manage from the middle of an organization (Bolman & Gallos, 2011). People in the middle of a complex organization must learn ways to work in an environment in which they often have scarce resources, a crowded schedule, limited authority, and several layers separating them from the senior leadership of the college or university in which they are playing boundary-spanning roles.

Boomgaarden (2008) offered some sage advice for people in this position. He cautioned boundary spanners and middle managers to stay alert to system dynamics and adjust to them by wisely using their influence and power to enlist and coach others, act as facilitators of new patterns of interaction, and find support and solace in the company of others who share their goals.

### **Creating a Culture of Engagement in the Academy**

Engaged scholarship and teaching and learning draw upon a distributed base of information and knowledge (Gibbons et al., 1994). The nature of wicked problems requires an approach built upon many disciplinary perspectives and experiences, leading to greater collaboration across fields and to the involvement of new participants who bring fresh knowledge and perspectives from their own professional experiences and cultural knowledge. The university must create new forms of infrastructure to support and sustain these new working relationships while encouraging faculty and students to seek out integrative and collaborative opportunities that address today's complex problems. These new hubs of activity and sources of technical support are being staffed by a new class of professionals who consider themselves scholar-practitioners and boundary spanners. The people they support and bring together are also boundary spanners. These individuals have experience both in the academic world and in the community but often are more familiar with and more at home in one of those environments. Their responsibility is to help universities develop new partnerships, new ways of learning together, and new expectations that add up to work that is mutual and

reciprocal across fields and between the university and broader society, collaborative in nature, focused on learning with and from partners, and supported by a sense of shared purpose.

In today's university setting, engagement is often found in pockets—individual courses that include an experiential component, individual faculty scholarly work that derives its inspiration and questions from some aspect of community experience or concern, curricular designs in a few professional fields that have revisited how they prepare their students for professional practice and moved beyond standard clinical experiences to educating reflective practitioners (Schoen, 1987) through some form of problem-based work (e.g., Bridges, 1992).

As Schoen (1988) says in his prefatory remarks:

“In the varied topography of professional practice, there is a high, hard ground overlooking a swamp. On the high ground, manageable problems lend themselves to solution through the application of research-based theory and technique. In the swampy lowland, messy, confusing problems defy technical solutions . . . in the swamp lie the problems of greatest human concern”. (p. 37)

In the 1980s there may have been a number of these high promontories where well-researched answers could be applied to crisply defined questions. In today's world, those vantage points are few and far between, and the capacity to address today's messy and confusing problems will need to be infused across our entire institutions and through our collaborations with our communities as well. To learn new ways of working together, new ways to learn, and new ways to measure our progress, we must attend to all aspects of campus life and structure. A fully realized culture of engagement will provide:

- access to innovative and relevant educational programs and to research and information resources;
- partnerships that address social, economic, and environmental issues; • scholarship that arises from and informs efforts to promote human well-being in a healthy environment;
- integrated efforts across the entire university in ways that draw upon the distinctive perspectives and expertise of all fields;
- a culture that recognizes and supports engaged scholarship, learning, and teaching; and
- resources to invest in collaboration.

These components of an engaged culture will be shaped by: (a) how a university approaches its educational mission and the design, delivery, and expectations contained in that curriculum; (b) the scholarly agenda developed by individual faculty and the integrating themes that bring different disciplinary perspectives together to address large questions; (c) the nature and purposes of collaborations and other interactions between campus and community; and (d) the infrastructure that holds these integrative models together both internally and externally and the development of a group of people—the boundary spanners on

staff and on the faculty—who develop and maintain a culture of meaningful engagement.

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## About the Author

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## UNIT 5



**Introductory Text:** *Read and translate the text, comment on its main idea. Write a synopsis of the text.*

### SCIENTIFIC COMMUNICATION

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, criticise and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences.

Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

Another opportunity to share and exchange opinions and information is national and international **conferences** and **symposia**. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers.

After receiving all necessary materials the committee publishes a **programme of the events**. At the conference the participants present their papers and listen to the reports read by others on the latest developments and **the state of the art** in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, find out the details of some experimental procedures. The materials of conferences and symposia are usually published to allow others to keep **abreast of** the achievements in science.

Another type of scientific meeting are a laboratory or **work-group**, **seminar**, **colloquium** or **workshop**. The members of the staff and guest-speakers make reviews of the developments in their field and report the progress of their research. The speakers expect thorough discussion and criticism, advice and help

of their colleagues. Such personal exchange of views is very essential for any scientist.

### Vocabulary Commentary

**conference** — meeting for discussion, exchange of views

**symposium** — a conference at which a particular topic is discussed by speakers

**event** — an item in a programme of a scientific gathering, a programme include, such events as plenary sessions, section meetings, seminars, workshops, round-table talks, etc.; a social programme includes such events as dinners, reception excursions, tours, etc.

**the state of the art** — the level or position at a given time, especially at present, of generally accepted and available knowledge, technical achievement in a particular field

**seminar** — a discussion group on any particular subject

**colloquium** — a meeting for discussion

**workshop** — a seminar emphasising exchange of ideas and practical methods

**criticism** — judgement or opinion on something, remark that finds fault

**to keep abreast of (with)** — to keep up to date

**Assignment 1.** *Read the following words and phrases. Pay attention to the pronunciation of the formulas of address, welcoming and opening a discussion.*

1. Ladies and Gentlemen
2. Gentlemen
3. Dear colleagues
4. Dear guests
5. Mr. General Secretary
6. Mr. President
7. Mr. Chairman / Mr. Chairperson/
8. Madam Chairman/Chairperson/Chair/
9. Dr Smith
10. Professor Smith
11. Mr. Brown
12. Mrs. Brown
13. Miss Kelly
14. Sir Smith
15. May I have your attention, please?
16. Shall we start?
17. I have great pleasure in opening this conference.



18. I have an honour and pleasure to welcome
19. I appreciate this opportunity to welcome you.
20. I should like to take advantage of this opportunity to extend a particular warm welcome. 21. I should like to welcome you on behalf of...
22. I declare the Conference on .... open.
23. The Conference is declared open.
24. I have honour and pleasure to chair this discussion.
25. I wish you every success with your conference.
26. I hope the discussions at the Conference there will prove fruitful.
27. I wish you a fruitful discussion and a useful exchange of ideas and opinions.
28. The following people will be sitting at the rostrum...
29. You'll find the sequence of papers in the programme.
30. It is proposed that on the first day only the main report, given by professor ... will be heard. 31. The first speaker is ...
32. Today we are going to discuss the papers presented yesterday.
33. The following Address will be given by the Chancellor of the University.
34. As many of you know ....
35. First of all I would like to ...
36. First let me express my gratitude to ...
37. I want to begin my presentation with ...
38. Let me begin with ...
39. In my paper I want to highlight ...
40. In the introduction of my paper I would like to ...

**Notes:** Mr. — title prefixed to the (first name and the surname of a man: Mr. (Dmytro) Pavlychko; Mrs. — title prefixed to the first name and the surname of a married woman: Mrs. (Julia) Gontarzhevska; Ms — title prefixed to the first name and the surname of a woman, whether married or unmarried: Ms (Olga) Vikarenko; Miss — title prefixed to the first name and the surname to an unmarried woman: Miss (Nelly) Skorodko; Madam — respectful form of address to a woman (whether married or unmarried); Chairman — person presiding at a meeting.

**Assignment 2.** *Give English equivalents to the following Ukrainian phrases.*

1. Я дуже задоволений, що маю можливість оголосити конференцію відкритою.
2. Шановні колеги, мені надана велика честь побажати вам успіху!
3. Пані та панове, я хотів би привітати вас від імені організаційного комітету.
4. Шановні колеги, оголошую конференцію відкритою.
5. Мені хочеться привітати вас і побажати плідної дискусії та корисного обміну ідеями і думками.
6. Я високо шаную можливість привітати вас на цій

конференції. 7. Є пропозиція у перший день заслухати тільки головну доповідь професора ... . 8. Я хочу скористатися нагодою, щоб особисто щиро привітати учасників симпозіуму. 9. Бажаю успіху учасникам конференції! 10. Сьогодні ми обговоримо доповіді, які були оголошені вчора. 11. Першим виступатиме професор ... . 12. Привітальну промову виголосить ректор університету. 13. Пропоную розпочати. 14. Прошу уваги! 15. Я із задоволенням відкриваю конференцію. 16. Шановні колеги, послідовність доповідей зазначена у програмі. 17. До президії запрошуються такі учасники... . 18. Я маю честь бути головою на цьому засіданні. 19. Приступаємо до роботи? 20. Прошу уваги! 21. Я високо ціную надану мені можливість привітати Вас. 22. Я хотів би привітати Вас від імені організаційного комітету. 23. Я оголошую конференцію відкритою. 24. Мені надана честь бути головою. 25. Я бажаю Вам плідної дискусії та корисного обміну ідеями і думками. 26. Я сподіваюся, що дискусії на конференції будуть плідними. 27. Я хотів би скористатися нагодою й тепло привітати... .

**Assignment 3.** *Read and translate into Ukrainian.*

1. Ladies and Gentlemen, on behalf of the Organizing committee I would like to welcome you all to our Ecology symposium. 2. I have an honour and pleasure to welcome you to the International Educational Congress. 3. Ladies and Gentlemen, on behalf of the organizing committee allow me to wish you a warm welcome to and pleasant stay in our city. 4. I appreciate this opportunity to welcome you on the occasion of the International Congress on the Environment Protection. 5. It gives me great pleasure to be able to welcome such a large gathering of scientists. 6. Excuse me, am I addressing Professor White? 7. Excuse me, could you spare me a minute?

**Grammar Commentary**

1. ...I was in a sweat **to find out** all about him ...

– *Many English verbs are composed of two or more words the first of which is the stem while the others are particles: bring on, put up, take off, carry over, for example.*

– *Very often the meaning of the phrasal verb is quite different from the usual meanings of its words taken separately.*

*(Compare: She can make a cake. – I can't make out what you say.*

*The grocer has brought the butter. – They have brought up a large family.)*

- *The adverbial particle of a phrasal verb follows it immediately when there is no object:*

Fighting poverty and unemployment should come before all other political considerations.

- *When there is a pronoun object, the adverbial particle must follow it immediately:*

Ann didn't remember having seen **him** about before.

- *The adverbial particle may come before or after a noun object (Compare: He put down some money. – He put some money down. Take off your coat. – Take your coat off.)*

*NB: When the object is long so that the verb and adverbial particle would be far apart, it's preferable to place the particle immediately after the verb.*

She brought back the book with the red cover and coloured illustration.

**There is some more information about English phrasal verbs**

### PHRASAL VERBS

<b><i>Be at something</i></b>	to be engaged in doing something	I'm so sorry but I <b>am not good at repairing</b> things. I can not help you.
<b><i>Be back</i></b>	to have returned	The party expects <b>to be back</b> in power after the election.
<b><i>Be out</i></b>	not to be considered	I won't lend you £500 – that <b>is out</b> .
<b><i>Be out</i></b>	not to be at home	Unfortunately when you call on my daughter next Friday, I <b>will be out</b> .
<b><i>Be out for</i></b>	trying hard to win or get	He <b>is out for</b> the manager's job.
<b><i>Be on</i></b>	to take place (used of performances of all sorts)	When was it? It <b>was on</b> a sunny day in August.

<b><i>Be over</i></b>	to be finished (used of performances of all sorts)	By the time we arrived the meeting <b>was over</b> . Thank goodness that <b>is over</b> .
<b><i>Be through with</i></b>	to have finished with	<b>Are you through with</b> that newspaper?
<b><i>Be off</i></b>	to leave, to start on a journey	Sarah <b>is off</b> in India somewhere.
<b><i>Be off</i></b>	to be cancelled, not to take place	The wedding <b>is off</b> .
<b><i>Be up to</i></b>	to be engaged in some activity	He <b>is not up to</b> this work. He has not enough experience.
<b><i>Be up to (sb)</i></b>	to be sb's duty or responsibility	It <b>isn't up to you</b> to tell me how to bring up my child. It <b>is up to us</b> to do this work in time.
<b><i>Be up</i></b>	to be finished (used only of time)	Time <b>is up</b> . Stop writing and hand in your papers.
<b><i>Be up</i></b>	not to be in bed	What time have you woken up today? I <b>have been up</b> since 5 a.m.
<b><i>Be up</i></b>	happening, usually something bad	What's <b>up</b> ?
<b><i>Be down to sth</i></b>	to have only a little money left	I'm afraid I can't buy you a drink. I <b>am down to</b> my last 50 p.
<b><i>Break out</i></b>	to erupt	Fire <b>broke out</b> in the basement of the house. Cholera <b>has broken out</b> again in the city. War <b>broke out</b> on 3 <sup>rd</sup> September 1939.
<b><i>Break in (into)</i></b>	to enter by force	A thief <b>broke into</b> the house while we were away.

<b><i>Break off</i></b>	to terminate before the expected time	The two governments could not agree and <b>broke off</b> their discussion. Tom and Ann have <b>broken off</b> their engagement.
<b><i>Break down</i></b>	to lose control of one's emotions and weep	On hearing the sad news the poor woman <b>broke down</b> .
<b><i>Break down</i></b>	to have engine trouble, mechanical trouble	Look! The car <b>broke down</b> .
<b><i>Break down</i></b>	to arrange into smaller parts	I can't understand this mass of statistics. Please <b>break it down</b> .
<b><i>Break up</i></b>	to break into small pieces	The workmen <b>were breaking up</b> stones with heavy hammers.
<b><i>Bring about</i></b>	to cause to happen	The new medicine <b>brought about</b> an improvement. Internet <b>has brought about</b> many changes in our life.
<b><i>Bring up</i></b>	to mention, to refer to, to introduce into a discussion	Mr. Brown <b>brought up</b> the cost of living again.
<b><i>Bring up</i></b>	to raise children at home	Our grandmothers <b>brought up</b> their families with very little help. (NB: Children are <b>educated</b> at school).
<b><i>Bring on</i></b>	to cause an (unwelcome) development	Reading in bad light <b>brings on</b> a headache.
<b><i>Bring out</i></b>	to show by contrast, to emphasise	A dark background <b>brings out</b> the colours of the subject of a photograph.

<b><i>Bring off</i></b>	to manage, to succeed in spite of seeming improbability	He said he'd sail right round the world and he <b>brought it off</b> . Mary's plan seemed hopeless, but she <b>brought it off</b> .
<b><i>Bring round</i></b>	to revive someone	The old lady had fainted. We <b>brought her round</b> with some cold water.
<b><i>Call at</i></b>	to pay a short passing visit	I'll <b>call at</b> the office during the morning. The ship <b>calls at</b> Alexandria, Piraeus and Naples on the way to London.
<b><i>Call on</i></b>	to pay a short visit to a person.	Mr. Green will <b>call on</b> you to show you our new products.
<b><i>Call off</i></b>	to cancel an event	The football match was <b>called off</b> because of the snow.
<b><i>Call back</i></b>	to telephone again later	Thank you for ringing. I'll <b>call you back</b> as soon as I have the information you need.
<b><i>Call up (Am.)</i></b>	to ring up, to telephone	John <b>called up</b> to invite us out.
<b><i>Call up</i></b>	to conscript	Men over eighteen years of age were <b>called up</b> to fight the enemy.
<b><i>Catch up</i></b>	to reach, to come abreast of	They've just left – if you hurry you'll <b>catch them up</b> .
<b><i>Carry on</i></b>	to continue, not to stop	I hope you will <b>carry on</b> doing these exercises.
<b><i>Carry on with + Noun</i></b>	the meaning is the same as it is mentioned above	Please <b>carry on with</b> your discussion. I am too tired <b>to carry on with</b> this work tonight.

<b><i>Carry out</i></b>	to obey, to execute	Soldiers must <b>carry out</b> their orders. It will be difficult, but we shall <b>carry out</b> your instructions.
<b><i>Carry over</i></b>	to transfer (to the next page)	Take the last figure on this page and <b>carry it over</b> to the top of the next page.
<b><i>Come about</i></b>	to happen	“How <b>has it come about</b> that everybody is present today?”
<b><i>Come across</i></b>	to find by chance, to meet by chance	“If you <b>come across</b> the book I lost please send it to me.”
<b><i>Come back</i></b>	to return	It’s suddenly <b>come back</b> to me where I met you.
<b><i>Come in</i></b>	to enter	<b>Come in</b> , please! It’s our living-room.
<b><i>Come by</i></b>	to obtain something usually by effort	Jobs are hard <b>to come by</b> these days. How did you <b>come by</b> that scratch on your cheek?
<b><i>Come off</i></b>	to take place, to succeed	Did your proposed trip to Rome ever <b>come off</b> ? Her attempt to break the world record nearly <b>came off</b> .
<b><i>Come round</i></b>	to recover from unconsciousness or visit (someone in the neighbourhood)	Throw some water on his face – he’ll soon <b>come round</b> . Your husband hasn’t yet <b>come round</b> after the anaesthetic.
<b><i>Come upon</i></b>	to discover something unexpectedly	I <b>came upon</b> two women shouting at each other.
<b><i>Come from</i></b>	to arrive from, to have one’s origin in	Danger <b>comes from</b> unexpected places.
<b><i>Come out</i></b>	to become clear or known	It <b>came out</b> that he had been in prison before.

<b><i>Cut down</i></b>	to reduce, to lessen	We must <b>cut down</b> our production costs to the minimum.
<b><i>Cut out</i></b>	to reduce to nothing	You must <b>cut out</b> your nasty habit of chewing gum in class.
<b><i>Cut off</i></b>	to discontinue, to interrupt	They <b>cut off</b> the electricity, because we hadn't paid the bill.
<b><i>Cut back</i></b>	to prune to reduce in order to avoid expense	Most firms <b>have cut back</b> production programmers.
<b><i>Die down</i></b>	to lessen in intensity	Don't talk to him now – wait till his anger <b>dies down</b> . The building burnt fiercely all night but slowly the flames <b>died down</b> towards morning.
<b><i>Die away</i></b>	to lessen in volume of sound	The sound of the military band <b>died away</b> in the distance.
<b><i>Die out</i></b>	to become extinct	Many kinds of animals, birds and fish <b>have died out</b> within the last two hundred years.
<b><i>Do away with</i></b>	to abolish	They <b>have done away with</b> trams in most cities un England.
<b><i>Do up</i></b>	to fasten, to button, to zip, to tie	<b>Do up</b> your overcoat. (But <b>undo</b> = to unfasten, to unbutton, <b>to unzip, to untie</b> )
<b><i>Do without</i></b>	to manage without	You must <b>do without</b> my help tomorrow as I shan't be here.
<b><i>Do with</i></b>	used with <b>can</b> and <b>could</b> to express a need or desire for something	I <b>could do with</b> a drink.= I <b>wouldn't say "no"</b> if you <b>offered me a drink, I would be glad of a drink.</b>
<b><i>Do a room up</i></b>	to paint, to decorate walls, ceiling	On Friday we're going <b>to do a room up</b> .



<b><i>Do a room out</i></b>	to clean it thoroughly	Your task will be <b>to do a room out</b> .
<b><i>Do someone/oneself in</i></b>	to kill someone, to murder someone, to make somebody very tired (usually in passive)	She was so depressed she felt like <b>doing</b> herself <b>in</b> . Come in and sit down – you look <b>done in</b> .
<b><i>Draw up</i></b>	to prepare an account, a document	I must <b>draw up</b> a report on the business and ask the bank <b>to draw up</b> our account.
<b><i>Draw up</i></b>	to come to a halt, to bring to a stop	A large car <b>drew up</b> outside the hotel. I asked the taxi-driver <b>to draw up</b> near the house.
<b><i>Draw on</i></b>	to approach	The days become shorter as winter <b>draws on</b> .
<b><i>Drop in</i></b>	to pay a short, very informal visit	<b>Drop in</b> for a cup of tea and chat one day. I'll <b>drop in</b> to see you one day next week.
<b><i>Drop out</i></b>	to withdraw	One of the runners hurt his leg and <b>dropped out</b> of the race.
<b><i>Drop off</i></b>	to become less, to diminish, to decrease	We were very keen on television at first but our interest <b>has dropped off</b> lately. The club started with a hundred members but attendance <b>has dropped off</b> .
<b><i>Fall off</i></b>	to decrease in quantity or quality	It used to be my favourite restaurant but the standard of cooking <b>has fallen off</b> recently.
<b><i>Fall out</i></b>	to quarrel	Let's not <b>fall out</b> over such a little thing.
<b><i>Fall through</i></b>	to fail to reach desired end	I had dreamed of going to India but my plans <b>fell through</b> . I'm still here.

<b><i>Fall in with</i></b>	to meet by chance	Yesterday I <b>fell in with</b> a man who was at school with my father.
<b><i>Fall in with</i></b>	to coincide by chance, to agree	Luckily, Mary's plans for the evening <b>fell in with</b> mine so we went out together.
<b><i>Find out</i></b>	to bring to light, to discover	What <b>have</b> you <b>found out</b> about the robbery?
<b><i>Give in</i></b>	to admit defeat, to yield	Everyone said I was wrong so I <b>gave in</b> to their opinions. The problem was too difficult for me. I had to <b>give in</b> .
<b><i>Give up</i></b>	to cease, to stop	I <b>gave up</b> cigarettes six month ago. It is hard <b>to give up</b> an old habit.
<b><i>Give up</i></b>	to surrender, to abandon	The wanted man <b>gave himself up</b> to the police. Our old house was too far away from town so we <b>gave up</b> living in it.
<b><i>Give off</i></b>	to emit, to exude (of smells)	The liquid in the bottle <b>gave off</b> a strong smell of almonds.
<b><i>Give away</i></b>	to betray	The criminal's friend <b>gave</b> him <b>away</b> to the police. He pretended to be angry but his eyes <b>gave him away</b> – he was laughing inside.
<b><i>Give out</i></b>	to become exhausted	The gold in the mine <b>gave out</b> eventually. He struggled against the bear until his strength <b>gave out</b> .
<b><i>Give out</i></b>	to distribute	At the new hospital they <b>give out</b> free medicine to everybody. A boy stood at the door <b>giving out</b> programmes to the visitors.
<b><i>Go off</i></b>	to make a sudden loud noise	The thieves ran away when the burglar alarm <b>went off</b> .

<b><i>Go off</i></b>	to become stale, to begin to rot	“This egg <b>has gone off</b> ” (it smells.)
<b><i>Go off</i></b>	to take place successfully	“The celebration <b>went off</b> very well.”
<b><i>Go on</i></b>	not to stop, to continue	“Please <b>go on</b> with your game.”
<b><i>Go in</i></b>	to enter a room, house	Do <b>go in</b> , Mrs Brown, I’ll be with you in a moment.
<b><i>Go out</i></b>	stop shining, stop burning	“The fire <b>has gone out</b> and I’m cold.” “We saw a sudden flash and the lights <b>went out</b> .”
<b><i>Go in for</i></b>	to take part in, to participate	“ <b>Are you going in for</b> the 500 metres race this year?” “No, I’m <b>going in for</b> swimming.”
<b><i>Hold on</i></b>	to wait	Operator: “Mr. Brown’s line is engaged – will you <b>hold on</b> please?”
<b><i>Hold out</i></b>	to resist, to survive	Although they hadn’t eaten or slept for a week the regiment <b>held out</b> for three more days.
<b><i>Hold up</i></b>	to rob (using weapons)	Three masked men <b>held up</b> a bank yesterday. They all had pistols.
<b><i>Hold up</i></b>	to delay	I’m sorry to be late. I was <b>held up</b> in a traffic jam.
<b><i>Keep up</i></b>	to maintain in good order	I’ve sold my car. It cost too much <b>to keep up</b> .
<b><i>Keep up with</i></b>	to live at the same (higher) standards	It takes a lot of money <b>to keep up with</b> the people in this neighbourhood.
<b><i>Keep up with</i></b>	to go at the same (fast) pace	You’ve such long legs I can’t <b>keep up with</b> you.
<b><i>Keep up with</i></b>	to be up to date with	There are so many new books I can’t <b>keep up with</b> my reading. The situation changes so often and so fast I can’t <b>keep up</b> (with it).

<b>Keep off</b>	to abstain from	The doctor says I must <b>keep off</b> cigarettes.
<b>Leave off</b>	to discontinue, to stop	<b>Leave off</b> making that noise!
<b>Let off</b>	to discharge (guns and fireworks)	It was New Year's Eve and people <b>were letting off</b> fireworks in the street.
<b>Let off</b>	to allow someone to go unpunished	As he had never been in trouble before the judge <b>let him off</b> with a warning. You have apologized for breaking the window so I'll <b>let you off</b> this time.
<b>Let on</b>	to reveal (a secret)	Don't <b>let on</b> to anyone that we are going out.
<b>Let in for</b>	to cause	I'm afraid your absence <b>let me in for</b> a lot of extra work. Be careful! Don't <b>let yourself in for</b> anything unpleasant.
<b>Let up</b>	to relent, to relax	The storm started this morning and <b>hasn't let up</b> all day. We have almost finished, don't <b>let up</b> yet.
<b>Let down</b>	to break a promise, to cause disappointment	He promised to meet me here at ten, but he <b>has let me down</b> again. We have been partners for thirty years and <b>have never let</b> each other <b>down</b> .
<b>Look after</b>	to take care of	Who <b>looks after</b> the baby while you are away?
<b>Look for</b>	to try to find	I've lost my ball. I must <b>look for</b> it.
<b>Look on</b>	to watch without taking part	Help me! Don't just <b>look on</b> while I'm trying to lift this sack.
<b>Look into</b>	to investigate	The police <b>look into</b> all kinds of crime.

<b><i>Look out</i></b>	to mind, to be careful	<b>Look out</b> for holes in the road surface.
<b><i>Look to</i></b>	to expect from	I am the head so naturally the staff <b>look to</b> me for help and advice.
<b><i>Look like</i></b>	to resemble	Little Mary <b>looks like</b> her mother.
<b><i>Make up</i></b>	to use cosmetics	Most girls <b>make up</b> their faces a little. Television actors have to <b>make up</b> very carefully.
<b><i>Make up</i></b>	to fabricate, to compose	She knew she would be late so began <b>making up</b> her excuse. Do you like the song? I <b>made it up</b> myself. (note also: <b>make up into</b> (half kilo packets, litre bottles) – We buy sugar in bulk and <b>make it up</b> into kilo packets before selling it. <b>make up a quarrel</b> = become friends again).
<b><i>Make up for</i></b>	to flatter, to try to find favour (with)	The cat <b>is making up to</b> me, hoping to get more milk.
<b><i>Make for</i></b>	to go or to come towards	This ship <b>is making for</b> Liverpool. The mad dog <b>made for</b> me so I made off.
<b><i>Make off (with)</i></b>	to run away (with)	The thief <b>made off with</b> my wallet.
<b><i>Make out</i></b>	to discern (by sight, hearing, understanding)	He speaks so fast I can't <b>make out</b> what he says. Can you <b>make out</b> this word, - it is badly written.
<b><i>Make out</i></b>	to prepare an account, bill, cheque	<b>Make</b> your cheque <b>out</b> to the Express Co. Ltd., please.

<b><i>Make over</i></b>	to transfer property	When father retired he <b>made</b> the firm <b>over</b> to John and me.
<b><i>Make do (with)</i></b>	to manage as well as one can (with)	There are no means of cooking anything today so please <b>make do with</b> a sandwich for lunch.
<b><i>Make up one's mind</i></b>	to decide, to form a firm opinion	I can't give you an answer immediately – I need a few days <b>to make up my mind</b> whether to say 'yes' or 'no'.
<b><i>Put by</i></b>	to save, not to spend	I <b>have put by</b> a little money for my old age.
<b><i>Put out</i></b>	to extinguish	Please <b>put out</b> the light before you go to sleep.
<b><i>Put out</i></b>	to embarrass, to put (someone) in an awkward position	The young man's tactless questions <b>put me out</b> .
<b><i>Put off</i></b>	to postpone	We are very busy at the office. I must <b>put off</b> my holiday for a while.
<b><i>Put up</i></b>	to lodge, to find a bed	When I am in London I usually <b>put up</b> at my uncle's house. My sister <b>puts us up</b> in Edinburgh.
<b><i>Put up with</i></b>	to bear, to stand, to endure, to suffer	He's very rude. I can't <b>put up with</b> his bad manners. "Can you <b>put up with</b> the pain?" the dentist asked.
<b><i>Put off</i></b>	to mislead	Your bad handwriting <b>put me off</b> .
<b><i>Put off</i></b>	to cause to dislike, to repel	It's the smell that <b>puts me off</b> beer. The title of the film <b>put me off</b> I never went to see it.
<b><i>Stand for</i></b>	to signify, to represent	The letters U.A.R. <b>stand for</b> United Arab Republic.

<i>Stand for</i>	to offer oneself as a candidate	Is Mr. Brown <b>standing for</b> chairman? I shall <b>stand for</b> parliament next year.
<i>Stand by</i>	to be present but not to take any action	Would you <b>stand by</b> while someone set fire to your house?
<i>Stand by</i>	to support someone	Don't be afraid to speak to the boss – we'll all <b>stand by</b> you.
<i>Stand by</i>	to be present in case one is needed	We shall need six men to sail the boat and two to <b>stand by</b> . Miss Green <b>stands by</b> every morning in case one of our colleagues doesn't come in.
<i>Run out of</i>	to have no more	We've <b>run out of</b> sugar so we can't have coffee, today.
<i>Be run down</i>	to be weak, to be unwell	The doctor says I'm <b>run down</b> and need a holiday.
<i>Run down</i>	to speak ill of someone	She's always <b>running</b> someone <b>down</b> but never to anyone's face.
<i>Set off</i>	to start a journey	We shall <b>set off</b> from home at seven o'clock and have breakfast on the train.
<i>Set off</i>	to ornament, to embellish	She wore a plain black hat <b>set off</b> with a little bunch of violets.
<i>Set out</i>	to leave a place and begin a journey	They <b>set out</b> on the last stage of their journey.
<i>Set out</i>	to display, to arrange in good order	A shopkeeper <b>sets out</b> his goods to attract customers. Public speakers and writers should <b>set out</b> their points in logical sequence.

<b><i>Set about</i></b>	to make a start	John would like to join a club but doesn't know how <b>to set about</b> it. How shall I <b>set about</b> finding a flat in London?
<b><i>Set down</i></b>	to put in writing	No verbal contract! Please <b>set</b> it all <b>down</b> in black and white.
<b><i>Set up</i></b>	to establish, to form	The government <b>has set up</b> a committee. I should like <b>to set up</b> my own business.
<b><i>Take after</i></b>	to be like, to resemble	John <b>takes after</b> his father in character.
<b><i>Take in</i></b>	to cheat, to deceive	You can't <b>take</b> me <b>in</b> with your stories of green horses and castles in Spain.
<b><i>Take on</i></b>	to engage	Business is good and we shall <b>take on</b> more workers.
<b><i>Take on</i></b>	to accept a challenge	Tell the champion I'll <b>take</b> him <b>on</b> for 50,000 dollars.
<b><i>Take off</i></b>	to leave the ground	Planes <b>take off</b> and land all day at this busy airport.
<b><i>Take off</i></b>	to imitate in order to ridicule	Have you heard Peter <b>taking off</b> the Prime Minister? He's really funny.
<b><i>Take to</i></b>	to feel a liking for	I <b>took to</b> this country on my very first day here.
<b><i>Take up</i></b>	to begin to occupy oneself with	I must <b>take up</b> tennis again.
<b><i>Take over</i></b>	to replace, to act in place of	At ten o'clock John <b>takes over</b> from the captain.
<b><i>Turn out</i></b>	to result	I've never made a cake before but this one <b>has turned out</b> very well. Don't worry, everything <b>will turn out</b> all right.



<b>Turn out</b>	to produce	Our factory <b>turns out</b> five hundred cars every day.
<b>Turn out</b>	to clothe, to dress	Mrs. Smith always <b>turns</b> her children <b>out</b> very clean and tidy. Her husband is well <b>turned out</b> too.
<b>Turn up</b>	to appear when not expected	We were surprised! John <b>turned up</b> at the party last night.
<b>Turn down</b>	to reject	The manager <b>turned down</b> my request for a day off. His application for the chief clerk's job was <b>turned down</b> .
<b>Wear out</b>	to wear until useless	These old shoes are still very good. Perhaps I'll never <b>wear</b> them <b>out</b> .
<b>Work out</b>	to reckon (by arithmetic)	How much is 3½% of f268? <b>Work out</b> the answer in your head.
<b>Work out</b>	to prepare (programme, time-table etc.)	<b>Have</b> you <b>worked out</b> a time-table for the gymnasium yet?
<b>Write off</b>	to declare it valueless	John's car was so badly damaged that the insurance company simply <b>wrote</b> it <b>off</b> . Business houses usually <b>write off (cancel)</b> bad debts after five years.

**Assignment 4.** *Supply particles to complete the meaning of the verb. Notice that two particles are occasionally required.*

1. Mr. Black will look . . . the office when he has taken . . . from the old manager next Monday. 2. A black car drew . . . at the kerb and three masked men got . . . .
3. I hope you will succeed . . . your attempt to climb Mt. Everest. 4. Our income is small so we must lay it . . . very carefully. 5. Expenses have been heavy and we have been drawing . . . our savings. 6. The eldest son of a lord generally succeeds . . the title. 7. Don't be so catty! It's disloyal to run him . . . behind his back. 8. We

met on business and soon struck . . . a lasting friendship. **9.** We all look . . . to seeing you when you come . . . from your holiday next month. **10.** The other side would not agree . . . our terms so we broke . . . negotiations. **11.** Although she wasn't looking . . . them, Mary came . . . some old photographs in my drawer. **12.** Peter didn't care . . . boxing very much and soon gave it . . . . **13.** There will be enough food to go . . . if we eke it . . . with more potatoes. **14.** Young George fell . . . bad company and took . . . bad habits. **15.** We all look . . . Dr. Schweitzer, whose name stands . . . even among great names. **16.** He's such a boastful fellow, always showing . . . and putting . . . airs. **17.** My watch had run . . . as I had forgotten to wind it . . . the night before. **18.** Books on every subject were all mixed . . . together. It took a week to sort them . . . . **19.** The cyclist set . . . along the main road then turned . . . to the right. **20.** If you think I have wronged you, let's have it . . . , and then make it . . . . **21.** The police are looking . . . the matter but they haven't found . . . who did it yet. **22.** These two were bitter enemies for years but they have made . . . their quarrel now. **23.** The dress rehearsal of our play went . . . like clockwork. **24.** This is very good work. Keep it . . . in the future! **25.** Our teacher asked us to make . . . a story about a dog, a cat and a tree. **26.** We shall have to cut . . . on luxuries if we are to afford a longer holiday. **27.** David walks so fast that I can't keep . . . . . him. **28.** We ought not to look . . . . . people simply because they are poor. **29.** We shall set . . . on our journey at nine tomorrow morning. **30.** We can't have any coffee I'm afraid as we've run . . . of sugar. **31.** We broke . . . negotiations when we found it impossible to agree . . . their demands. **32.** Please take your hat . . . when you enter the room. **33.** I'm afraid I've made a mistake in counting . . . these figures. **34.** Behave yourself Jack! Don't carry . . . like a madman. **35.** Mr. Brown is so busy that he will have to give . . . some of his activities. **36.** Good-bye John! Look . . . yourself! **37.** Thank you for speaking . . . for me when everybody was against me. **38.** The poor dog was tied . . . to a post, without food or water. **39.** When water boils the liquid changes . . . steam. **40.** Good afternoon, won't you come . . . and sit . . . ? **41.** Don't sit with your head on the table! Sit . . . at once! **42.** It is very hot. I could do . . . a cool drink. **43.** John lost his books yesterday. He has been looking . . . them all day. **44.** These old shoes are worn . . . . I can't wear them any longer. **45.** Will you wait . . . me if I am little late? **46.** George's wife waits . . . him, hand and foot. Don't forget to draw . . . a list of their names before pay-day! **47.** Go straight on for a mile then strike . . . to the left, across the moors. **48.** Then make . . . the wood beside the lake. **49.** He is still quite new to the work so we must not expect too much . . . him. **50.** Your salary will depend . . . the quality of your work. **51.** We shan't fall . . . over a trivial difference of opinion. **52.** There was a rush to buy houses at first but it has fallen . . . lately. **53.** It's a foreign coin that someone has passed . . . on me as a penny. **54.** At sixty-five he wound . . . all his business affairs and went . . . on a world tour. **55.** Peter is annoying, he always

turns . . . late for his appointments. **56.** Mary is going to dress . . . as Columbine at the fancy dress ball. **57.** Loneliness and hardship began to wear me . . . , physically and mentally. **58.** My enthusiasm for adventure began to wear . . . after a few months in the desert. **59.** A witness said that the prisoner had sworn . . . him very rudely. **60.** Father brought us a new carpet as our old one was wearing . . . in patches.

**Assignment 5.** *Translate into English. Use phrasal verbs for the verbs in italics.*

1. Якщо Ви *випадково зустрінете* Ганну, попросить її до мене *заглянути*.
2. Як так *сталося*, що Ви *загубили* книгу? **3.** Будь ласка, *продовжуйте* читати.
4. Вогонь *згасне*, якщо ти не будеш *стежити*. **5.** Хіба Ви не *брали участі* в цій експедиції? **6.** Дитині відмовили в покупці нової іграшки, і вона *вибухнула плачем*.
7. Нам слід *перервати* цю розмову, ми все одно не досягнемо взаєморозуміння. **8.** Вони зробили все, що могли, щоб *привести* його до тями.
9. Ми *успішно завершили* цю угоду, тепер можна подумати і про відпочинок.
10. Я хочу Вам повідомити, що гру *відмінили*. **11.** Якщо ти *передзвониш* за десять хвилин, начальник буде задоволений. **12.** Його *призвали на військову службу* рік тому. **13.** Я впевнений, Ви зможете *здійснити* цей план.
14. *Перенесіть* ці цифри на іншу сторінку. **15.** Ви повинні *позбавитися* від подібних поганих манер. **16.** В одну мить усі звуки *завмерли*. **17.** Цей вид тварин *вимер* багато віків тому. **18.** Що Вам вдалося *з'ясувати* з цього питання? **19.** Він *з'явився абсолютно раптово*. Ніхто з родичів не знав про його приїзд. **20.** За характером він *був схожий* на батька: сміливий, вольовий і чесний. **21.** Нам *відрізали* електрику ще місяць тому.

**Assignment 6.** *Take an idea in column A, and match it with a phrasal verb in column B.*

<i>A</i>	<i>B</i>
a) to fasten button, zip, tie	1. to bring up
b) to mention, to introduce into a discussion	2. to go off
c) to transfer	3. to break out
d) to return	4. to cut back
e) to recover from unconsciousness	5. to do away with
f) to erupt	6. to come back
g) to reduce to nothing	7. to come round
h) to discover something	8. to bring about

unexpectedly	
<b>i)</b> to become stale	<b>9.</b> to do up
<b>j)</b> to take place, to succeed	<b>10.</b> to come upon
<b>k)</b> to cause to happen	<b>11.</b> to do without
<b>l)</b> to reduce in order to avoid expense	<b>12.</b> to carry over
<b>m)</b> to abolish	<b>13.</b> to break in
<b>n)</b> to manage without	<b>14.</b> to cut out
<b>o)</b> to enter by force	<b>15.</b> to come off

**Assignment 6.** *Choose the correct answer.*

1. Her daughter has been well \_\_\_\_\_.  
**A.** brought about  
**B.** brought in  
**C.** brought up  
**D.** drought on
2. They've just \_\_\_\_\_ a new, smaller phone.  
**A.** brought in  
**B.** brought about  
**C.** brought out  
**D.** brought back
3. She's always \_\_\_\_\_ her health problems.  
**A.** bringing up  
**B.** bringing about  
**C.** bringing back  
**D.** bringing on
4. Few politicians are in favour of \_\_\_\_\_ the death penalty.  
**A.** bringing out  
**B.** bringing back  
**C.** bringing in  
**D.** bringing about
5. We need to \_\_\_\_\_ an expert to deal with this problem.  
**A.** bring in  
**B.** bring out  
**C.** bring back

D. bring down

6. I \_\_\_\_\_ some old photographs in a drawer.

- A. come after
- B. come back
- C. come across
- D. come by

7. How did you \_\_\_\_\_ that scratch on your cheek?

- A. come off
- B. come out
- C. come apart
- D. come by

8. Her attempt to break the world record nearly \_\_\_\_\_ .

- A. come off
- B. come to
- C. come across
- D. come down

9. I \_\_\_\_\_ a group of children playing in the street.

- A. come under
- B. come upon
- C. come about
- D. come under

10. The bomb \_\_\_\_\_ in a crowded street.

- A. went off
- B. went along
- C. went down
- D. went about

11. Let's \_\_\_\_\_, it's getting cold.

- A. go away
- B. go through
- C. go out
- D. go in

12. This can not be allowed to \_\_\_\_\_.
- A. go about
  - B. go on
  - C. go round
  - D. go along
13. There was a power cut and all the lights \_\_\_\_\_ .
- A. go up
  - B. go over
  - C. go off
  - D. go out
14. As soon as my divorce \_\_\_\_\_, we'll get married.
- A. goes through
  - B. goes by
  - C. goes down
  - D. goes against
15. Which events is he \_\_\_\_\_ at the Olympics?
- A. going along
  - B. going into
  - C. going in for
  - D. going through
16. He \_\_\_\_\_ in the middle of a sentence.
- A. broke off
  - B. broke into
  - C. broke down
  - D. brook up
17. If law and order \_\_\_\_\_, anarchy will result.
- A. break with
  - B. break out
  - C. break through
  - D. break down
18. When do you \_\_\_\_\_ for Christmas?
- A. break up
  - B. break in

- C. break off  
D. break away
19. The ship \_\_\_\_\_ on the rocks.  
A. break out  
B. break through  
C. break with  
D. break up
20. It was a difficult task, but we \_\_\_\_\_ it \_\_\_\_\_ .  
A. brought off  
B. brought forward  
C. brought on  
D. brought forth
21. Her parents died when she was a baby and she was \_\_\_\_\_ by her aunt.  
A. brought under  
B. brought about  
C. brought up  
D. brought through
22. Three soldiers fainted in the heat but were quickly \_\_\_\_\_ with brandy.  
A. brought over  
B. brought round  
C. brought down  
D. brought to
23. At first they refused but I managed to \_\_\_\_\_ them \_\_\_\_\_ (to my way of thinking).  
A. bring over  
B. bring out  
C. bring round / around  
D. bring forward
24. They have \_\_\_\_\_ their engagement.  
A. called off  
B. called on

- C. called forth  
D. called up
25. His speech \_\_\_\_\_ an angry response.  
A. called in  
B. called up  
C. called out  
D. called forth
26. The sound of happy laughter \_\_\_\_\_ memories of his childhood.  
A. called up  
B. called off  
C. called forth  
D. called for
27. Mini-skirts first \_\_\_\_\_ in the 1960s.  
A. caught up  
B. caught on  
C. caught at  
D. caught up on
28. \_\_\_\_\_ with your work while I'm away.  
A. carry through  
B. carry forward  
C. carry over  
D. carry on
29. It's a difficult job but she's the person to \_\_\_\_\_ it \_\_\_\_\_.  
A. carry through  
B. carry on with  
C. carry out  
D. carry over
30. Extensive tests have been \_\_\_\_\_ on the patient.  
A. carried off  
B. carried out  
C. carried forward  
D. carried away



## UNIT 6

**Introductory Text:** *Read and translate the text, comment on its main idea. Write a synopsis of the text.*



### CONFERENCES AND MEETINGS

*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, Italian, 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.

### **Vocabulary Commentar**

*Phrases used by the chair man while conducting the discussion:*

- I have great pleasure in opening this conference (discussion)
- The topic of the discussion is ...
- The first thing we have to discuss ...
- The first speaker is ...
- Please, identify yourself and let us know where you are from
- I give the floor to ...
- Let's discuss Dr Shalenko's paper
- I am going to start the discussion by inviting to express your point on ...
- I am going to start the discussion by inviting you to comment on the papers
- There is another point that I would like to introduce into the discussion
- I'd like to draw your attention to a problem that as far has not been treated at the conference
- I'd like' to go back to Dr Saiko's question
- Dr Gavrish, may be you could answer that question?
- The next question is one from Dr S. to Dr B.
- Please speak into the microphone a little louder
- Please speak from your seat
- Keep to the point, please
- This point is not under discussion today
- Please keep to the timetable
- I should like to announce the speakers for morning's discussion
- Tomorrow morning Professor Rud'ko will deliver his report.
- Restrict your contribution to a maximum of 5 minutes

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

- I should (would) like to ask you...
- I should (would) like to ask you a question...; I am going to ask you a question...
- I have a question...
- I have a question and a comment (a remark) to make.
- I should (would) like to know...
- I should (would) point out (emphasize) that ...
- I think (suppose, presume) that ...

- I believe that...
- I must say that...
- I have (every good) reason to believe that...
- Do you consider that...
- What is your opinion on..?
- In my opinion...; as to me...; as for me...; to my mind...
- What in your opinion is the reason for..?
- I hold (am of) the same opinion.
- I could comment on the question.
- Would you tell us how...
- That's right; exactly; quite so; quite right; quite true
- If I understand you correctly...
- If I am not mistaken...
- Do I understand you correctly that..?
- Do you agree to that?
- I (quite, fully, entirely) agree with you; I think so, too.
- I don't think so; I don't agree; I disagree.
- I can't (very well) agree with you.
- I can't but agree with you
- I'm afraid, you are wrong there.
- I doubt that...
- It's unlikely that...
- I'm (particularly) interested in this problem.
- I wonder why...
- The speakers are invited (welcome) to be brief (I invite the speakers to be brief).
- Will you allow me to take the floor, please.
- Could you clarify your point of view?
- as a matter of fact
- taking into consideration...

**Assignment 1.** *Give English equivalents to the following Ukrainian phrases.*

1. Тема нашої дискусії — “Важливість використання інформаційних технологій у процесі навчання”. 2. Я розпочинаю дискусію з прохання висловити вашу точку зору щодо результатів експерименту. 3. Я хотів би привернути вашу увагу до проблеми, яка ще не обговорювалася на конференції. 4. Дотримуйтесь, будь ласка, теми дискусії. 5. Першим виступатиме професор Дубенко. 6. Розпочинаю дискусію із запрошення прокоментувати доповіді, які були зроблені вчора. 7. Будь ласка, назвіть своє прізвище і вкажіть, звідки Ви. 8. Я хотів би повернутися до питання доктора Поліщука. 9. Пропоную обговорити доповідь професора Малишка. 10. Це

питання сьогодні не обговорюється. 11. Я надаю слово пані Хоменко. 12. Насамперед ми мусимо обговорити питання про регламент. 13. Існує ще одна точка зору. 14. Я хотів би оголосити список доповідачів, котрі братимуть участь у завтрашньому засіданні й дискусії. 15. Наступне запитання доктора Гайченка до професора Коломінського.

**Assignment 2.** *Give Ukrainian equivalents to the following English phrases.*

Conference; to hold a conference; to organize a conference; to host a conference; to sponsor a conference; annual conference; regular conference; forthcoming conference; to take part (participate) in a conference; participant; to run under auspices; organizing committee; to set up an organizing committee; preliminary announcement; papers; contributed papers; invited papers; poster papers; review papers; agenda; tentative / provisional agenda; on the agenda; agenda items; letter/notification of acceptance or rejection; registration; registration fee; location and hours of registration; conference proceedings; opening/welcoming address; working language; speaker; to deliver/present a report; simultaneous translation; to take the floor; plenary session; workshops; discussion; panel discussions; round-table discussions; issue/problem under discussion; to exchange opinions (on); to talk shop; reasoning; to arrange a visit; to fix the date; to close a conference; final sitting/session; closing speech.

**Assignment 3.** *Speak on the latest conference you've attended according to the given plan:*

- preliminary announcement;
- the conference status;
- who hosted the conference;
- who sponsored the conference;
- when was the conference held;
- number of participants;
- registration fee;
- accommodation provided;
- problem field of the conference;
- conference agenda;
- ways of presenting one's ...;
- plenary session; workshops;
- conference proceedings.

**Assignment 4.** *Exchange opinions with your fellow-students on the following issues:*

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

**Assignment 5.** *Reading practice.*

#### *Communication Among Scientists*

The simplest form of scientific communication is direct contact between colleagues. Scientific meetings and conferences provide a more formal and structured form of communication. They play an important role in coordinating research. National and international conferences and symposia in all fields of science and humanities are held regularly all over the world. At almost any scientific gathering you will find people from many different countries. Plenary sessions and section meetings, seminars and workshops give scientists and researchers an opportunity to share and exchange opinions and information, to verify their scientific ideas and to advocate their views. The participants present their papers and reports and listen to the reports of their colleagues on the latest developments and the state of arts (technologies) in their field of science and technology. They can take part in the discussions that follow and express their points of view, argue with scientific opponents, find out the details of some experimental procedure

Scientists often hold off announcing important discoveries until they can make a splash at such a well-attended meeting and press conference.

Scientists also communicate with each other in writing. In addition to rapid communications such as letters, fax, and electronic mail, almost all scientific fields have specialised journals to publish the results of their research. Many thousands of speciality journals cover all aspects of science and technology, but if the results are especially newsworthy, scientists often submit their work to the editors of one of a few high-profile periodicals such as “Science” or “Nature”, which are read weekly by hundreds of thousands of scientists. More specialised researchers will find their way to journals with more limited readership. Scientific societies, branch Academies, National Academy of Science and other professional organisations form important part of the life and activity of scientists.

## **Assignment 5. Reading practice.**

### *Scientific Conferences*

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 coordinate 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 undergraduates — 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 narrow-profile conferences is not only possible but highly wanted as desirable.

## UNIT 7



**Introductory Text:** *Read and translate the text, comment on its main idea. Write a synopsis of the text.*

### *HOW TO PREPARE A SCIENTIFIC WORK FOR PUBLICATION*

When a scientist wishes to publish a paper in an international journal he might be confronted with publishers' instructions like the following:

*General Information.* Acceptable papers should be complete and clearly written and they should contain significant contributions to important problems. The manuscript must not have been copyrighted, published, or submitted for publication elsewhere. Authors should retain a duplicate copy. Suggestions for topics will be welcomed by the editorial board.

*Instructions for authors.* Only original papers written in Ukrainian, English, German or French will be accepted. Manuscripts for publication may be submitted to the editor-in-chief or to any member of the editorial board. They should be sent in duplicate (including the original typewritten copy). The first page of each paper should carry the title, the author's name and the name of the institution where the author has conducted his research work. Each paper must have an abstract of not more than ten lines to be translated into the other three languages.

Paragraphs that can or must be set in smaller type should be indicated with a 'P' (petit) in the margin of the left-hand side. If bold type or italics are required, that should also be indicated. Tables and illustrations should be prepared on separate sheets. They must not exceed 9 by 13 inches. For the preparation of blocks good drawings and original photographs should be submitted; negatives cannot be used. The cost for all colour plates must be borne by the author. A complete typewritten list of all symbols used is to be attached to the manuscript. This list will not appear in print but is essential to avoid costly author's corrections in proof.

The list of references should include only those publications, which are mentioned in the text. They must be arranged alphabetically and numbered consecutively. At the end of each manuscript the exact postal address of the author or authors must be given.

Galley proofs will be sent to the author, with a reprint order form. Authors will be charged for alterations in excess of 10 per cent of the cost of composition. Between twenty and thirty reprints without covers will be provided free of charge. Additional reprints may be purchased: an order form will accompany the galley proofs.



**Assignment 1.** *Being a conference attendee you are sure to fill in a registration form like that:*

### **Conference Registration Form**

**(Please complete and e-mail or print & mail with check)**

**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**

**Assignment 2.** *Translate the following conference registration form into English.*

**Міжнародна науково-практична конференція  
«Пріоритети розвитку педагогічної науки у ХХІ столітті»  
25-27 квітня 20\_\_ р., м. (назва міста)**

**Прізвище, ім'я, по батькові учасника**

**Поштова адреса**

**Країна**

**Напрямок конференції**

**СЕКЦІЯ 1. Педагогічна майстерність та професійний  
саморозвиток педагога.**

**СЕКЦІЯ 2. Загальна педагогіка.**

**СЕКЦІЯ 3. Педагогіка вищої школи.**

**СЕКЦІЯ 4. Філософія сучасної освіти. Сучасні педагогічні  
технології та методики**

**СЕКЦІЯ 5. Сучасні технології в педагогічній науці**

**СЕКЦІЯ 6. Теорія та методологія додаткової освіти**

СЕКЦІЯ 7. Управління системою вищої освіти в умовах модернізації

**Назва ВНЗ**

**Факультет**

**Курс або рік навчання**

**Контактний телефон**

**Електронна пошта**

## **Grammar Commentary**

### *GERUND*

*Герундій* — неособова форма дієслова, яка має властивості дієслова та іменника. Герундій вживається у реченні у функції:

а) *підмета*: Recognizing a problem is the first step to its solution. Постановка проблеми є першим кроком її розв'язання.

б) *прямого додатка*: We did not know of his having completed the experiment. Ми не знали, що він закінчив експеримент.

в) *непрямого додатка*: He spoke of performing an experiment. Він розповідав про проведення експерименту.

г) *означення*: We liked the idea of taking part in the conference. Нам сподобалась ідея взяти участь у конференції.

д) *обставини*: у цьому разі перед ним завжди є прийменник: After graduating from the university he did the post graduate course. Після закінчення університету він навчався в аспірантурі.

*Герундій перекладається:*

1. Іменником: The device for measuring the strength of the current is called ammeter. Прилад для вимірення сили струма називається амперметром.

2. Інфінітивом: He succeeded in performing the experiment. Йому вдалося виконати експеримент.

3. Дієприслівником: In performing the experiment they observed the change in the properties of the substance. Проводячи експеримент, вони помітили зміни у властивостях речовини.

4. Дієсловом в особовій формі, коли перед герундієм є присвійний займенник або іменник у присвійному відмінку. В цьому випадку герундій з усіма словами перекладається підрядним реченням: We insisted on the experiment being put off. Ми наполягали на тому, щоб експеримент відклали.

**Assignment 1.** *Translate the sentences into Ukrainian paying attention to Verb+ing forms.*

1. Reading English books is very useful for improving your knowledge of the language. 2. His favorite occupation is playing computer games. 3. One of my hobbies is collecting music CDs. 4. Our aim is mastering English in the shortest possible time. 5. Speaking without thinking is shooting without aim. 6. Heating the gas increases the speed of molecules. 7. Paton's having devoted all his life to the progress of science is known to everybody. 8. Increasing the supply of heat only increases the rate at which bubbles are formed so long as any liquid remains. 9. Putting the discovery to use sometimes requires more efforts than making it. 10. Pointing out their mistakes to some people is often quite difficult. 11. Confining the attention to one problem the scientist will surely achieve its solution much sooner. 12. Establishing relationship between the phenomena of Universe is a major task of theory. 13. Increasing the amount of available technical information scientists also contribute to transformation of some well-rooted beliefs. 14. Let's proceed by dividing research into three stages and examining each stage to find what functions of the research process may be automated without endangering creativity. 15. Being interested in the subject, which you are studying is the best motivation for learning it. 16. The scientist and public must equally share the responsibility for finding a desirable solution to many modern technological and social problems. 17. Taking into account individual components resulted in a change of the entire system. 18. It is correct to say that basic research is directed toward understanding the foundations of nature without taking into account their practical applicability.

**Assignment 2.** *Identify the role of Gerunds and translate the sentences into Ukrainian.*

1. They like inviting people to their place. 2. He remembered once having read that at very low temperatures some metals become super-conducting, having practically zero specific resistance. 3. They like being invited to the conference. 4. I remember having told you the news. 5. I remember having been told the news. 6. He mentioned having read it in the paper. 7. They prefer being invited to the conference by telephone.

## **Grammar Commentary**

### *INFINITIVE*

Інфінітив - це базова, неособиста форма дієслова. Ознакою інфінітива в англійській мові є частинка *to*, наприклад: *(to) go, (to) be, (to) ask, (to) fight, (to) understand, (to) walk*.

Англійський інфінітив поєднує в собі ознаки дієслова і в деякій мірі іменника. Останнє виражається в тому, що інфінітив може виступати в реченні в ролі підмета, додатка, присудок, визначення, обставини і деяких інших.

Форми інфінітива в англійській мові

	Active	Passive
<b>Indefinite (Simple)</b>	to ask	to be asked
<b>Continous</b>	to be asking	-----
<b>Perfect</b>	to have asked	to have been asked
<b>Perfect Continous</b>	to have been asking	-----

Інфінітив у реченні може бути:

а) підметом: *To elect and to be elected to the parliament is the right of every citizen of Ukraine guaranteed by the Constitution.* — Обирати і бути обраним до парламенту — це право кожного громадянина України, гарантоване Конституцією.

б) іменною частиною складеного присудка: *Her desire is to be a student.* — її бажання — стати студенткою.

в) частиною дієслівного складеного присудка з модальними дієсловами та їхніми синонімами: *You must be careful.* — Ви повинні бути уважними. *This text must be translated in one minute.* — Цей текст має бути перекладений за одну хвилину. *You will have to do this exercise tomorrow.* — Ти маєш (повинен) зробити цю вправу завтра.

г) прямим додатком: *We asked him not to go there.* — Ми просили його не йти туди.

д) означенням: *I have no wish to be an engineer.* — У мене немає бажання бути інженером.

є) обставиною: *He came here to speak to me, not to you.* — Він прийшов сюди поговорити зі мною, а не з тобою.

Зазвичай інфінітив в англійській мові використовується з часткою *to*. Але в деяких випадках інфінітив вживається без частки *to* та виступає так званим «голим інфінітивом» або «немаркерованим».

**Assignment 3.** *Identify the Infinitives and give Ukrainian translations of the sentences.*

1. To make this experiment we must get new equipment. 2. To explain this phenomenon you must study its properties. 3. Not to fail in our experiment we must pay attention to the preliminary stage. 3. To use computers in automatic control means to speed up considerably the manufacturing process. 4. To derive these data from the experiments alone we must make some suppositions. 5. Not to bring about considerable deviation from the data one must be very careful. 6. To test the above statement it is not difficult at all and quite necessary. 7. To give a true picture of the surrounding matter is the task of the natural science. 8. To make a choice between these two alternatives is not an easy task. 9. To find new sources

of energy is a task of our scientists. 10. To be on the safe side, take special care of the accuracy of the calculation. 11. To be able to foresee the future, we must begin by a thorough analysis of the past course of events. 12. It is not easy to fulfill this task. 13. The purpose of the article is to discuss fundamental mechanisms. 14. The difficulty will be to obtain the substance in question in its pure form. 15. The invention of the author has been to show some newly developed methods. 16. Today the only important way of using waterpower is to extract energy from water with turbine. 17. The professor recommended to make the experiment in a darkened room. 18. The method to be followed is based upon some peculiar properties of these rays. 19. Experiments have shown that the amount of the work to be done for producing a given amount of heat is the same under all conditions. 20. The first to achieve chain reaction were the Curies. 21. In order to explain the phenomenon the scientists showed us an experiment. 22. It is not always convenient to use the names of elements when we write them down, so chemists have devised symbols, which are to stand for them. 23. Our first task has been to determine general classes into which the materials, which compose bodies, can be divided. 24. Many devices to measure different properties of substances are used in our laboratories.

**Assignment 4.** *Translate into English.*

1. Найважливіше — це зосередити увагу на одному питанні. 2. Наше завдання полягає в тому, щоб забезпечити найбільш сприятливі умови для роботи. 3. Мета семінарських дискусій полягає в тому, щоб пропонувати нові експерименти. 4. Ця монографія має на меті зробити огляд досягнень у цій галузі. 5. Щоб не ризикувати, перевірте апаратуру перед експериментом ще раз. 6. Якщо ми хочемо досягти мети, ми маємо взяти до уваги всі помилки. 7. Часто буває дуже важко зробити вибір. 8. Щоб відповідати меті експерименту, метод має бути простим. 9. Неможливо передбачити майбутнє без аналізу минулого. 10. Ми маємо підкріпити цю інтерпретацію новими даними. 11. Правду кажучи, всі очікували зовсім інших результатів.

**Assignment 5.** *Complete the following sentences with Gerund or Infinitive.*

1. When you telephone Lisa ---- her of the departmental meeting, please make it clear that we don't blame her ---- the order.  
A) to have informed / to lose  
B) informing / to have lost  
C) having informed / about losing  
D) to be informed / on losing  
E) to inform / for losing

2. I will be sorry ---- this company, but I was offered an opportunity ---- in a field which I really enjoy.

- A) leaving / to have worked
- B) to leave / to work
- C) having left / about working
- D) with leaving / for working
- E) to have left / work

3 There is no point in going ---- when you haven't got enough money ---- anything.

- A) to shop / on buying
- B) to be shopping / for buying
- C) shop / having bought
- D) shopping / to buy

4. It is a lovely drawing, but I think it needs ---- to look its best.

- A) to frame
- B) to be framed
- C) to have framed
- D) being framed
- E) framed

5. Your willingness ---- new things resulted in your ---- this management training.

- A) learning / to be offered
- B) to have learnt / for offering
- C) learn / to have offered
- D) to learn / being offered
- E) learnt / having been

6. I managed ---- the tall bottle of cola into the refrigerator ---- the middle shelf.

- A) fitting / to move
- B) to fit / by moving
- C) being fitted / to be moving
- D) by fitting / to have moved
- E) for fitting / moving

7. It will cost too much money ---- a full colour leaflet. The advertising agency has advised us to have one ---- in black and white.

- A) producing / being produced
- B) produced / to produce
- C) to produce / produced

- D) to be producing / producing
- E) having produced / produce

8. The new football stadium is said ---- seating for 100,000 spectators.

- A) to have
- B) having
- C) had
- D) to have had
- E) have

9. Sonia got accustomed to her job at the private hospital quickly because, apart from ---- richer patients, it is quite similar to ---- for the health authority.

- A) to have / work
- B) have / be worked
- C) to have had / worked
- D) having / working
- E) had / having worked

10. I know she isn't here at the moment because I saw her ---- the building, but I don't know if she intends ---- later today.

- A) to leave / returning
- B) leave / to have returned
- C) leaving / to return
- D) left / to be returned
- E) to be leaving / return

11. I started my journey without ---- at the map, but I soon regretted ---- so, as I drove a long way off the route.

- A) looking / doing
- B) to look / to do
- C) look / to have done
- D) having looked / do
- E) looked / having done

12. Johnny, will you stop ---- your father so many questions? He's busy ---- out his tax return.

- A) to have asked / to fill
- B) asked / to have filled
- C) to be asked / fill
- D) to ask / to be filling
- E) asking / filling

13. I was worried about my sister's ---- divorced from her husband, and for days, I couldn't help ---- how she'd cope with it.

- A) get / to wonder
- B) getting / wondering
- C) to get / wonder
- D) to have got / having wondered
- E) having got / wondered

14. I was unable to help my friends ---- for 'Help the Aged' because my boss had asked me ---- the Saturday.

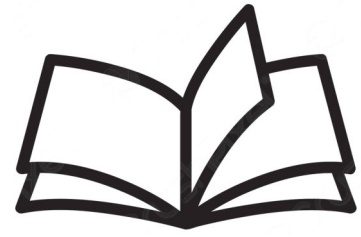
- A) to campaign / work
- B) campaigning / worked
- C) campaign / to work
- D) being campaigned / working
- E) campaigned / to have worked

15. The workers would be even willing ---- lower wages if it meant the factory ---- open.

- A) accepting / stayed
- B) to accept / staying
- C) accept / to have stayed
- D) accepted / having stayed
- E) to have accepted / stay



## CHECK-UP



- *Give a Summary of the Article Suggested:*

URL: <https://www.isetl.org/ijtlhe/pdf/IJTLHE3825.pdf>

- *English Grammar Test*

1. The results of the research ---- that, presently, several East Asian countries ---- rapidly.

- A) have indicated / were developing
- B) indicate / are developing
- C) are indicated / have been developing
- D) were indicated / had developed
- E) had indicated / developed

2. Understandably, her friends ---- when Julia married someone else after being engaged to John for two years.

- A) are surprising
- B) were surprised
- C) surprised
- D) will be surprised
- E) had surprised

3. Normal climbing boots slip in icy conditions, so climbers ---- iron plates with spikes, known as crampons, to their boots.

- A) should be fixed
- B) have to fix
- C) have been fixed
- D) used to fix
- E) must be fixed

4. The facsimile ---- when the secretary returns from lunch.

- A) will be sent
- B) is going to send
- C) should have sent
- D) was being sent
- E) has been sent

5. Because James ---- to physical work, he ---- after he had spent a week on the farm.

- A) isn't accustomed / might be exhausted
- B) hadn't accustomed / had exhausted
- C) won't be accustomed / will be exhausted
- D) hasn't accustomed / has exhausted
- E) wasn't accustomed / was exhausted

6. An apple tree ---- fruit until it is five to eight years old.

- A) did not bear
- B) was not bearing
- C) has not been borne
- D) does not bear
- E) will not be borne

7. Animals ---- to survive in the wild, rather than kept in captivity.

- A) are helping
- B) have been helping
- C) should be helped
- D) could be helping
- E) ought to have helped

8. The hill where Jane Austen set one of her romances ---- Box Hill because of the box trees which ---- there.

- A) calls / are grown
- B) has been calling / grew
- C) used to call / used to grow
- D) are calling / were growing
- E) is called / grow

9. Your chances of success in an examination ---- if you ---- the course work thoroughly.

- A) enhance / are revised
- B) were enhancing / revised
- C) had enhanced / were revising
- D) could be enhanced / would revise
- E) are enhanced / revise

10. Portland cement, when it ---- with water, ---- a paste that binds sand, gravel and stone into a rock-like mass called concrete.

- A) will be combined / formed
- B) has combined / is formed
- C) was combined / was formed
- D) combines / has been formed
- E) is combined / forms

11. When he ---- an essay on time for once, his professor ---- him a look of surprise.

- A) handed / gave
- B) was handed / was giving
- C) is handed / will be given
- D) has handed / would give
- E) hands / is given

12. The twentieth century, now nearing its end, ---- the century when mankind ---- to realise that the Earth's resources are limited.

- A) was / was coming
- B) will be / had come
- C) has been / has come
- D) had been / came
- E) will have been / is coming

13. You ---- plenty of time in case the bus ----; otherwise, you'll risk missing your ferry.

- A) must have allowed / delays
- B) used to allow / delayed
- C) ought to be allowed / has delayed
- D) had better allow / is delayed
- E) were allowed / was delayed

14. Up to now, the equipment ---- regularly, but from now on, we ---- it before every outing.

- A) wasn't checked / are checking
- B) hasn't checked / will be checking
- C) isn't being checked / should be checked
- D) hasn't been checked / are going to check
- E) hadn't checked / have to be checked

15. It's true that happiness ---- with money, but some money ---- life easier.

- A) mustn't be bought / made
- B) shouldn't bought / has made

- C) can't be bought / makes
- D) doesn't buy / is making
- E) hasn't been bought / is made

16. Judging from the speed of mechanisation, it ---- that very few things in the world ---- by hand in the twenty-first century.

- A) has been predicted / will be making
- B) can be predicted / will be made
- C) will be predicted / were made
- D) is being predicted / have been made
- E) is predicting / will have been made

17. You \_\_\_\_ your own canoe in order to join the canoe club. They cost a lot of money. You \_\_\_\_ mine whenever you want to canoeing.

- A) mustn't buy / had borrowed
- B) won't haven bought / should borrow
- C) needn't buy / can borrow
- D) might not buy / would borrow
- E) can't buy / used to borrow

18. He is so poor now it's hard to believe that when he was young, he \_\_\_\_ down the street in his Rolls Royce or sometimes his Jaguar car.

- A) has been driving
- B) would drive
- C) should have driven
- D) has driven
- E) may be driving

19. Just as my daughter was about to leave the house on her wedding day, my son spilt some tea on her dress. Fortunately, we \_\_\_\_ the stain with some special soap before the wedding took place.

- A) were able to remove
- B) must have removed
- C) might have removing
- D) could remove
- E) used to

20. Our plane \_\_\_\_ in Cairo hours ago, but we haven't even taken off from Heathrow yet.

- A) was supposed to land

- B) must have landed
- C) ought to be landing
- D) will have landed
- E) might be landing

21. This steak is a little bit undercooked for my taste. \_\_\_\_\_ putting it back under the grill for another five minutes?

- A) Why don't you
- B) Would you mind
- C) Would you like
- D) Do you prefer
- E) Do you mind if I

22. I hope the new timetable ---- by Friday as I want to start a driving course next week, but I need to know which afternoon I will be off before I can enrol on it.

- A) has been announced
- B) is going to announce
- C) will have been announced
- D) has been announcing
- E) is being announced

23. Obviously, the management ---- that we ---- the new conditions without questioning the consequences.

- A) have assumed / are accepted
- B) assume / will accept
- C) were assumed / have accepted
- D) will be assumed / will be accepted
- E) assumed / were accepted

24. Look! The other team must be about to play their substitute because he ---- warmed up at

- A) to be asking
- B) asking
- C) being asked
- D) having asked
- E) to have asked

25. The FBI ---- that he knew where the body ---- .

- A) has suspected / was burying
- B) suspects / had been burying
- C) was suspected / will be buried

- D) is suspected / had buried
- E) suspected / was buried

26. Animal lovers would like industrial testing on animals ---- to medical experiments.

- A) being limited
- B) to have limited
- C) having limited
- D) to be limited
- E) to be limiting

27. There is no point in ---- the washing out because it keeps ---- with rain.

- A) to hang / to shower
- B) hanging / showering
- C) hand / shower
- D) hung / having showered
- E) having hung / showered

28. I dislike spending my time ---- so I prefer ---- clothes made from synthetic fabrics.

- A) to iron / to buy
- B) ironed / bought
- C) ironing / buying
- D) iron / being bought
- E) having ironed / buy

29. Don't you think the assistant deserves ---- a day off after working so hard at the

- A) to give
- B) giving
- C) to be given
- D) gave
- E) having given

30. Being able to think quickly and having an up-to-date knowledge of a language is essential for speakers ---- simultaneously.

- A) to be translated
- B) having translated
- C) to translate
- D) being translated
- E) translated

● *Academic Vocabulary Test*

1. *Match the definition with the word:* When you evaluate how much you know or to test knowledge

- A. characteristic
- B. assess
- C. recall
- D. explain

2. To look at the differences between two things.

- A. compare
- B. plagiarism
- C. contrast
- D. locate

3. To mark up a text with notes, questions, highlighting, etc.

- A. annotate
- B. classify
- C. discuss
- D. evidence

4. To look at something closely

- A. evaluate
- B. examine
- C. emphasis
- D. evidence

5. Trustworthy and reliable

- A. deduce
- B. debate
- C. credible
- D. demonstrate

6. An assertion (strong belief) that must be proven.

- A. compare
- B. cite
- C. claim
- D. clarify

7. An aspect of something.

- A. characteristic
- B. assess
- C. classify
- D. discuss

8. To break apart and deeply study the parts of something.

- A. compare
- B. analyze
- C. clarify
- D. cite

9. To tell how two things are similar (alike).

- A. contrast
- B. compare
- C. company
- D. contour

10. To give the meaning of something.

- A. demonstrate
- B. describe
- C. deduce
- D. define

11. To argue with others about an issue.

- A. credible
- B. debate
- C. discuss
- D. deduce

12. To give special importance to something.

- A. emphasis
- B. evaluate
- C. describe
- D. define

13. To group by similar characteristics

- A. cite
- B. analyze
- C. compare
- D. classify



14. To quote a text or authority

- A. claim
- B. cite
- C. compare
- D. contrast

15. To talk about a topic with other people.

- A. debate
- B. annotate
- C. cite
- D. discuss

16. Clues or proof

- A. deduce
- B. evidence
- C. emphasis
- D. detective

17. To arrive at a conclusion through logic and reasoning

- A. deduce
- B. describe
- C. detective
- D. debate

18. To tell so a picture is painted in the mind.

- A. demonstrate
- B. define
- C. evaluate
- D. describe

19. To assign value to something.

- A. evaluate
- B. evidence
- C. evict
- D. emphasis

20. To show how to do something.

- A. define
- B. definition
- C. demonstrate
- D. discuss

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