

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**Український державний університет
науки і технологій**

Кафедра «Іноземні мови»

АНГЛІЙСЬКА МОВА

**Методичні рекомендації до практичних занять
для студентів-аспірантів**

**У двох частинах
Частина 1**

**Електронний аналог
друкованого видання**

**ДНІПРО
2023**

УДК 811.111(075.8)

А 64

Укладачі:

А. О. Мунтян, І. В. Шпак

Рецензенти:

канд. філол. наук, доц. *Н. О. Лисенко*

канд. філос. наук, доц. *Т. А. Купцова*

Рекомендовано до друку МКФ ЕГ (протокол № 2 від 17.10.2019).

Зареєстровано НМВ ДНУЗТ (реєстр. № 440/19-3 від 05.12.2019)

А 64 Англійська мова : метод. рекомендації до практичних занять для студентів-аспірантів : у 2 ч. / уклад. : А. О. Мунтян, І. В. Шпак; Укр. держ. ун-т науки і технологій. – Дніпро : УДУНТ, 2023. – Ч. 1. – 46 с.

Методичні рекомендації надають можливість студентам-аспірантам у процесі як практичних занять, так і під час самостійної роботи повторити й закріпити програмний матеріал. Для оптимізації засвоєння кожна тема супроводжується тренувальними вправами, виконання яких дозволяє зрозуміти ступінь засвоєння матеріалу.

Для аудиторної та самостійної роботи студентів та аспірантів денної та заочної форм навчання.

Іл. 1. Бібліогр. : 9 назв.

© Мунтян А. О. та ін., укладання, 2023

© Укр. держ. ун-т науки і технологій, 2023

ЗМІСТ

Unit 1	
SIGNIFICANCE OF SCIENCE FOR DEVELOPMENT OF THE SOCIETY	4
Unit 2	
THEORETICAL AND APPLIED SCIENCES	10
Unit 3	
SCIENTIFIC STYLE.....	15
Unit 4	
SCIENTIFIC COMMUNICATION	21
Unit 5	
DIGITALIZATION OF A MODERN CAREER.....	27
Unit 6	
SCIENTIFIC REPORTS.....	33
Unit 7	
THE AIM OF THE SCIENTIFIC RESEARCH.....	38
СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ.....	45

UNIT 1
SCIENCE AND SCIENTISTS

Vocabulary

Translate into Ukrainian:

to emphasize		a measure	
instances		to proceed with great caution	
to promote		to reflect	
multi-disciplinary approaches		consequences	
to encourage		dissemination	
holistic approach		to exploit	
implications		to be duly qualified	
predictive power		global climate change	
to take into account		a major challenge	
awareness		interconnectedness	
access		scientifically advanced countries	
large-scaled		collaborative research	
considerable		ad hoc approach	
to be applied at the right scales		international aid	
to bring out		international partnership	

Pre-reading task. Do you agree or disagree with the following recommendations. Explain why.

Scientists and scientific institutions should:

- promote multidisciplinary approaches to research, encourage cooperation between the social and natural sciences, and draw lessons from the humanities, local knowledge systems and aboriginal wisdom;
- encourage a holistic approach to problem solving that takes into account a realistic range of socioeconomic conditions and effects, as well as multiple time and space scales, where appropriate;
- carefully explain the implications and the inherent limitations of their research findings to the public;

- fully exploit the predictive power of science to serve social needs with candid awareness of the limitations of scientific predictions;
- promote the inclusion of scientists from resource-poor countries in international cooperative projects and maximize their access to information and technology;
- encourage the creation of science-coordination mechanisms at the highest level of the United Nations, fully involving the governments of all countries, as a way to promote integrated responses to global problems.

Task I. Read and translate the text.

Science in transition

In the past, our scientific methods and institutions have tended to emphasize the study of individual natural processes rather than systems, analysis more than synthesis, and understanding nature more than predicting its behavior. And in many instances, science has focused on short-term, small-scale problems, often in monodisciplinary mode, rather than on long-term, large-scale or integrated problems. While these approaches and perspectives have built up a considerable base of knowledge and led to a vast portfolio of useful technologies, especially in the 20th century, now many of the problems facing humankind can be solved only if we approach science more holistically. Greater effort is needed to understand integrated natural systems on multiple time and space scales.

Scientific findings must also be applied at the right scales. The impact of technological interventions on individual people, communities and the environment must also be carefully considered. To do this, science needs to become more multidisciplinary and its practitioners should continue to promote cooperation and integration between the social and natural sciences. A holistic approach also demands that science draw on the contributions of the humanities (such as history and philosophy), local knowledge systems, aboriginal wisdom, and the wide variety of cultural values.

The influence of science on people's lives is growing. While recent benefits to humanity are unparalleled in the history of the human species, in some instances the impact has been harmful or the long-term effects give causes for serious concerns. A considerable measure of public mistrust of science and fear of technology exists today. In part, this stems from the belief by some individuals and communities that they will be the ones to suffer the indirect negative consequences of technical innovations introduced to benefit only a privileged minority. The power of science to bring about change places a duty on scientists to proceed with great caution both in what they do and what they say. Scientists should reflect on the social consequences of the technological applications or dissemination of partial information of their work and explain to the public and policy makers alike the degree of scientific uncertainty or incompleteness in their findings. At the same time, though, they should not hesitate to fully exploit the predictive power of

science, duly qualified, to help people cope with environmental change, especially in cases of direct threats like natural disasters or water shortages.

The current trend toward privatization in many countries is influencing the focus and practice of science. While in some instances the net result may be to increase research capacity and knowledge in selected areas, there is major concern that the trend may be undermining public-sector science, especially fundamental research and efforts to solve socially important problems of no interest to commercial enterprises. Patent protection of private intellectual property, for example, makes the job of public research more difficult. There is also concern over the social implications of private ownership and control of technology, and its effect on broad public scientific literacy, and on options for public choice.

Another major trend shaping science is globalization. The end of the Cold War, growing technology demand from emerging economies, world recognition of the interconnectedness of the planet's biophysical systems and improved communications, especially via the Internet – all these forces are boosting cross-border scientific cooperation and information exchange between individual researchers, institutions and governments. However, much of the expansion is occurring in just a handful of scientifically advanced countries. For science to be truly global, more effort is needed to ensure all countries, rich and poor, and a wide range of world cultures are included in collaborative research and technology transfer. This is especially important in areas like global climate change which will affect, sooner or later, all human beings. With the right policies in place, joint scientific work in critical areas such as the Arctic, for example, could serve as a model for other types of global cooperation.

A major challenge for global science is to find institutional arrangements conducive to success. The proliferation of international networks and programs, the so-called «acronym jungle», reflects a rather ad hoc approach, necessitated in part by the narrowness of purposes of established scientific institutions and the lack of strategic, integrated support by national governments in areas like global change or international aid. What is needed is the formation of true international partnerships that allow scientists in different disciplines and countries to fully support each other's aims and share resources and management duties to mutual advantage.

URL: http://www.unesco.org/science/wcs/meetings/eur_alberta_98_e.htm

Task II. Decide whether the following statements are True or False.

1. In the past, our scientific methods and institutions have tended to emphasize the study of systems rather than individual natural processes.
2. The influence of science on people's lives is increasing.
3. Globalization is another minor trend shaping science.
4. A major challenge for global science is to find institutional arrangements conducive to success.
5. The proliferation of international networks and programs, the so-called «acronym jungle», reflects a rather ad hoc approach, necessitated in part by the narrowness of purposes of established scientific institutions.

Task III. Make up sentences of your own, using the phrases given below:
our scientific methods and institutions

a considerable base of knowledge

applied at the right scales

the impact of technological interventions

patent protection

scientific literacy

scientifically advanced countries

Joint scientific work

Holistic approach

Multidisciplinary approach

Task IV. Translate into English.

**Наукові досягнення ХХІ століття:
як зміниться наше життя в найближчому майбутньому**

Метеорологи можуть з упевненістю передбачити завтрашній дощ, але ніхто навіть не мріє про те, щоби спрогнозувати ймовірність опадів через рік. Так само й вчені: їм простіше сказати, як приблизно виглядатиме наш світ протягом найближчих десяти років, ніж спрогнозувати, що чекає на нас наступного сторіччя. Технології завтрашнього дня ґрунтуються на наукових досягненнях дня сьогоднішнього. Адже спочатку потрібно так удосконалити наукову концепцію, щоби зрозуміти, як можна її застосувати на практиці. Відомий приклад – дослідження Майкла Фарадея 1820–30-х років про зв'язки між електрикою і магнетизмом. Минули роки, перш ніж його напрацювання набули практичного значення й було побудовано перші електродвигуни та електрогенератори – винаходи, що повністю змінили світ. Іноді, звичайно, наукові відкриття призводять до абсолютно непередбачуваних способів практичного застосування – одним з яскравих прикладів тому служить інтернет.

Grammar

Exercise 1. Rewrite these sentences with the words in brackets:

1. My sister talks to me. (never)

2. Tina is polite. (always) Sue

3. I finish work at 5:30. (usually) I

4. Nora has started a new job. (just) Nora

5. I go to bed before midnight. (rarely)

6. The train isn't late. (usually)

7. I don't eat meat. (often)

8. I will forget what you said. (never)

9. Have you broken a bone? (ever)

10. Do you work in the mornings? (still)

11. They stay in the same motel. (always)

12. Curt doesn't work on Sundays. (usually)

13. I can remember his name. (never)

14. What do you have for lunch? (usually)

15. When I arrived, Karen was there. (already) When I arrived, Karen

Exercise 2. Choose the correct order of adjectives in the following sentences:

1. The woman is wearing a _____ dress.

- a) yellow long b) long yellow

2. He is a _____ man.

- a) tall thin b) thin tall

3. The company makes _____ products.

- a) excellent farming b) farming excellent

- Exercise 3. Make up and write down five of your own sentences using more than one adjective to describe a noun:*

- 9

UNIT 2
THEORETICAL AND APPLIED SCIENCES

Vocabulary

Translate into Ukrainian:

basic research		to be aligned toward	
applied research		universal applicability	
an investigation		in a nutshell	
to provide		to deal with	
decision-making		in finer terms	
to be undertaken		corresponding circumstances	
consideration		to expand	
to be carried out		predictions	
survey		existing	
on the contrary		conversely	
to imply		natural sciences	
beneficial		wherein	
to advance		whereas	
knowledge		to vary	
for the sake of		a purpose	

Pre-reading task. Answer the questions. Elaborate on your answers.

1. What is considered theoretical science?
2. What is considered applied science?
3. What is more important: pure or implied science?
4. What is an example of pure science?
5. What is an example of applied science?
6. Is engineering applied science?

Task I. Read and translate the text.

Difference between Basic and Applied Research

Research is a calculated investigation that provides a base for the decision-making. It can be understood as the study undertaken by an individual or entity systematically, for finding out solutions to the problems under consideration. Survey

or experiments are carried out to gather information as per the objectives. Based on utility, research is divided into two categories, i.e. basic and applied research, wherein basic research is one that adds further knowledge to the actual knowledge.

On the contrary, applied research implies the research that is put to practical use and is beneficial to solve practical problems.

Basic Research or otherwise called as pure or fundamental research, is one that focuses on advancing scientific knowledge for the complete understanding of a topic or certain natural phenomenon, primarily in natural sciences. In a nutshell, when knowledge is acquired for the sake of knowledge it is called basic research.

Basic Research is completely theoretical, that focuses on basic principles and testing theories. It tends to understand the basic law.

Basic Research deals with generalization and formulation of theory about human behavior. It is aligned towards collecting information that has universal applicability. Therefore, basic research helps in adding new knowledge to the already existing knowledge.

Applied Research can be defined as research that encompasses real life application of the natural science. It is directed towards providing a solution to the specific practical problems and developed innovative technology.

In finer terms, it is the research that can be applied to real-life situations. It studies a particular set of circumstances, so as to relate the results to its corresponding circumstances.

Applied research includes research that focuses on certain conclusions experiencing a business problem. Moreover, research aligned towards ascertaining social, economic or political trends is also termed as applied research.

Key Differences between Basic and Applied Research

1. The points given below explain the differences between basic and applied research:

Basic Research can be explained as research that tries to expand the already existing scientific knowledge base. On the contrary, applied research is used to mean the scientific study that is helpful in solving real-life problems.

2. While basic research is purely theoretical, applied research has a practical approach.

3. The applicability of basic research is greater than the applied research, in the sense that the former is universally applicable whereas the latter can be applied only to the specific problem, for which it was carried out.

4. The primary concern of the basic research is to develop scientific knowledge and predictions. On the other hand, applied research stresses on the development of technology and technique with the help of basic science.

5. The fundamental goal of the basic research is to add some knowledge to the already existing one. Conversely, applied research is directed towards finding a solution to the problem under consideration.

Conclusion

The type of research may vary on the basis of the level at which research is carried out and its purpose. One can choose basic research over applied research when the purpose is to add certain scientific knowledge, whereas when it is important to identify a proper solution to the problem under study, applied research is preferable.

URL: <https://keydifferences.com/difference-between-basic-and-applied-research.html>

Task II:

A. Decide whether the statements are True or False.

1. Research is a predicted investigation that provides a base for the decision-making.
2. Survey or experiments are carried out to gather information as per the objectives.
3. Applied Research deals with generalization and formulation of theory about human behavior.
4. Applied research includes research that focuses on certain conclusions experiencing a business problem.
5. Pure science studies a particular set of circumstances, so as to relate the results to its corresponding circumstances.

B. After reading the text fill in the chart.

Basis for comparison	Basic research	Applied research
<i>Meaning</i>		
<i>Nature</i>		
<i>Utility</i>		
<i>Concerned with</i>		
<i>Goal</i>		

Task III. Translate into Ukrainian.

Applied science is a discipline that applies existing scientific knowledge to develop more practical applications, such as technology or inventions. Within natural science, disciplines that are basic science, also called pure science, develop information to predict and perhaps explain—thus somehow understand—phenomena in the natural world.

Applied science applies the basic science toward practical endeavors. Applied science is typically engineering, which develops technology, although there might be feedback between basic science and applied science: research and development. Medical sciences, for instance medical microbiology and its clinical virology, are applied sciences that apply biology toward medical knowledge and inventions, but not necessary medical technology, whose development is more specifically biomedicine or biomedical engineering.

Applied science can also apply formal science, such as statistics and probability theory, as in epidemiology. Genetic epidemiology is an applied science applying both biological and statistical methods.

Task IV:

A. Translate into English.

Прикладні наукові дослідження – це теоретичні та експериментальні наукові дослідження, спрямовані на одержання і використання нових знань для практичних цілей.

Результатом прикладних наукових досліджень є нові знання, призначені для створення нових або вдосконалення існуючих матеріалів, продуктів, пристроїв, методів, систем, технологій, конкретні пропозиції щодо виконання актуальних науково-технічних та суспільних завдань.

Фундаментальні наукові дослідження – це теоретичні та експериментальні наукові дослідження, спрямовані на одержання нових знань про закономірності організації та розвитку природи, суспільства, людини, їх взаємозв'язків.

Результатом фундаментальних наукових досліджень є гіпотези, теорії, нові методи пізнання, відкриття законів природи, невідомих раніше явищ і властивостей матерії, виявлення закономірностей розвитку суспільства тощо, які не орієнтовані на безпосереднє практичне використання у сфері економіки.

B. Do you agree or disagree with the following statements? Discuss in pairs, elaborate on your reasons.

1. Theoretical research is explanatory, and leads to the advancement of «knowledge for knowledge's sake.»

2. Applied research is for development purposes and seeks to solve a practical problem.

Grammar

Exercise 1. Identify whether the sentences are simple, complex, compound or compound-complex. Underline dependent clauses.

1. Vampires Dairies is my favorite television show, but I also love True Blood.
2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
7. After listening to the Kanye West CD, I have new respect for his music.
8. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

Exercise 2. Write SIMPLE at the end of the simple sentences, COMPLEX at the end of the complex sentences, and COMPOUND at the end of the compound sentences.

1. Down the lane, past the house, and into the field ran the runaway horse.
2. Alberta is famous for the Calgary Stampede, but it is also known for its oil reserves.
3. When it started raining, they got soaked.
4. Motorists must be careful when they drive, because moose are often on the road.
5. Compare margarine, which is an edible oil, with butter, which is made from milk.
6. During the locomotive era, Canada built a railway across the continent.
7. Mr. Jones has a lot of books, and he is well informed about current events.
8. Taxation without representation was a common complaint two hundred years ago.
9. Before I was born, my mother worked as a receptionist.
10. Don't tell me you can't find your backpack!

Exercise 3. In each compound-complex sentence below draw parentheses around each independent clause and underline each dependent clause.

1. A tourist attraction that also has practical importance is the Panama Canal; both cruise ships and freighters pass through it daily.
2. Is the Sears Tower in Chicago still the tallest building in the world, or have any buildings that have gone up recently taken that honor?
3. When the last tsar of Russia was arrested by revolutionaries, he and his family were hiding at a palace near St. Petersburg; now that palace is open to tourists.
4. Mount Fuji in Japan has become so popular with tourists that crowding has become a real problem, but I would still like to travel there.
5. You can take a large cruise ship to see the glaciers of Alaska, or you can ride a smaller boat that can go closer to the coast and its icy covering.
6. I'd like to see the North Pole, but I will never go where it is that cold!

Exercise 4. Identify each sentence below with S for simple, CD for compound, CX for complex, or CD-CX for compound-complex.

1. My aunt has joined an investment club that investigates and buys stocks, and she has made a little profit already.
2. The Great Barrier Reef forms a natural breakwater for the coast of northeast Australia and attracts tourists from all over the world.
3. Just thinking is not enough; you must think of something.
4. We had gone only a little way into the cave before our flashlight went out.
5. Although snow was predicted, the temperature has stayed above freezing, so rain is falling instead.
6. Is the universe expanding, or is it contracting?
7. After the holiday dinner is over, my brother washes dishes and I dry them.

8. The last car of the poky old freight train is just now coming into view.
9. Everyone who saw the movie has liked it, so I'm going tonight.
10. We tried hard, but the job was harder than we expected.

Exercise 5. Underline each main clause once and each subordinate clause twice.

1. When the committee met, witnesses testified about poor living conditions, and experts suggested improvements.
2. Scientists have identified the agents that cause the disease, but they haven't found a cure for it.
3. The actor was nervous before he auditioned; he felt that he did well, though.
4. Vanessa's sister is a computer programmer; she translates information into symbols that the computer reads.
5. After the satellite crashed into the ocean, NASA sent a team to recover the wreckage; they will end up using it to build a new satellite.
6. My friends and I have been planning a trip to Alaska for months, but my parents won't let me go unless I get my grades up.
7. I want some popcorn, so I'm going to go buy it now before the movie starts.
8. If you want to borrow my car, you have to pay for the gas, and I want ten extra bucks.
9. Whenever Joe watches a football game with his dad, they usually end up getting mad at each other, but they always enjoy arguing with each other.
10. Dad decided his hunting knife was too dull, but it must have been pretty sharp because he cut his finger trying to sharpen it.

UNIT 3

SCIENTIFIC STYLE

Vocabulary

Translate into Ukrainian:

scientific		jargon	
writing style		precise	
to require		to draw conclusions	
stylistic approach		data	
to differ		to perform	
to prefer		particular	
literature review		emphasis	
to be consistent with		consise	

Pre-reading task:

1. What is scientific writing style?
2. What citation format is used for science?

Task I. Read and translate the text.

Scientific style

Scientific writing requires grammatical and stylistic approaches that differ from those preferred in other academic disciplines. Lab reports, literature reviews, and theses will be most successful when they are consistent with these conventions of the field.

Tone

Scientific writing is straightforward, specific and concise. Balance jargon and discipline specific vocabulary with simple, precise word choices. Readers will draw conclusions based on the strength of the data, not the beauty of the writing. Clarity is more important than poetry. Observations should be reported using concrete adjectives rather than figures of speech: for example, the color of a mixture should be described «bright green,» not «the shade of new spring leaves.» A writing style that is direct and uncluttered will reduce the chance that readers will misunderstand or become confused.

Passive Voice

In active voice, the subject of the sentence is active: the subject performs the action expressed by the verb.

Examples: *My lab partner and I diluted each sample with 100 mL of water. We diluted the samples, causing them to change from bright green to pale green.*

Active voice emphasizes the people who are doing the experiment, rather than the procedures or results themselves. Science, however, is universal – anyone should be able to do a particular experiment and get the same results. In scientific writing, therefore, the emphasis should be on facts and data, not on a researcher. This requires use of passive voice. In passive voice, the subject is inactive, receiving the action expressed by the verb. In other words, the subject is acted upon by an unseen party.

Examples: *Samples were diluted with 100 mL of water. Diluting samples caused them to change from bright green to pale green.*

In addition to changing the emphasis of the sentence, passive voice removes unnecessary detail, making the sentence more concise.

Using the Literature

It is extremely rare to include a direct quotation in a scientific paper; in most cases, the facts are more important than the specific wording previous authors used to state them. In general, quotes are only appropriate if the original wording is so powerful and precise, it's impossible to improve upon. Information paraphrased from research sources must be cited.

Examples:

A new method for developing fingerprints on spent cartridge casings was discovered in 2009 (Bond and Heidel).

Bond and Heidel (2009) discovered a new method for developing fingerprints on spent cartridges.

A new method for developing fingerprints on cartridge casings takes advantage of corrosion reactions between skin oils and brass (Bond and Heidel 2009).

All sources that appear in the text of the paper must also appear in the reference list.

Task II. Decide if each of the following sentence is True or False about good thesis statements:

Thesis statements are given in the Introduction.	T F
Thesis statement should not be repeated anywhere else in the essay.	T F
Ideally a thesis statement should only be one, at least, two lines long.	T F
A good thesis statement is specific rather than general.	T F
Strong thesis statements use language like: «I think», «In my opinion».	T F
Strong thesis statements take a position.	T F
The best thesis statements directly address the given task.	T F

Task III. Read the tips. Do you agree or disagree with the following tips? Explain why/why not.

Citations in College Writing

Trying to remember all the rules of each style can be next to impossible for most students. The tips below help students identify a few of the most important rules while also giving them a list of common errors to avoid (fig. 1).

Crucial Citation Tips

- No matter which style is being used, establishing authorship is an important component of any proper citation. Whether citing a single author or a collaborative paper completed by numerous researchers, each of their names needs to be mentioned.

- APA style is particularly concerned with ensuring the publication date is included, even in in-text citations. Because this style is mostly used in science and social science writing, it's important for the writer to note when the referenced material was published in case there have been new findings since then.

- Student writers should pay close attention to the different uses for italics, quotation marks, underlining and parentheses when writing out citations and bibliographies, as most styles have different requirements for these punctuation tools. For instance, MLA and CMS require that a newspaper headline is enclosed in quotations, while APA doesn't.

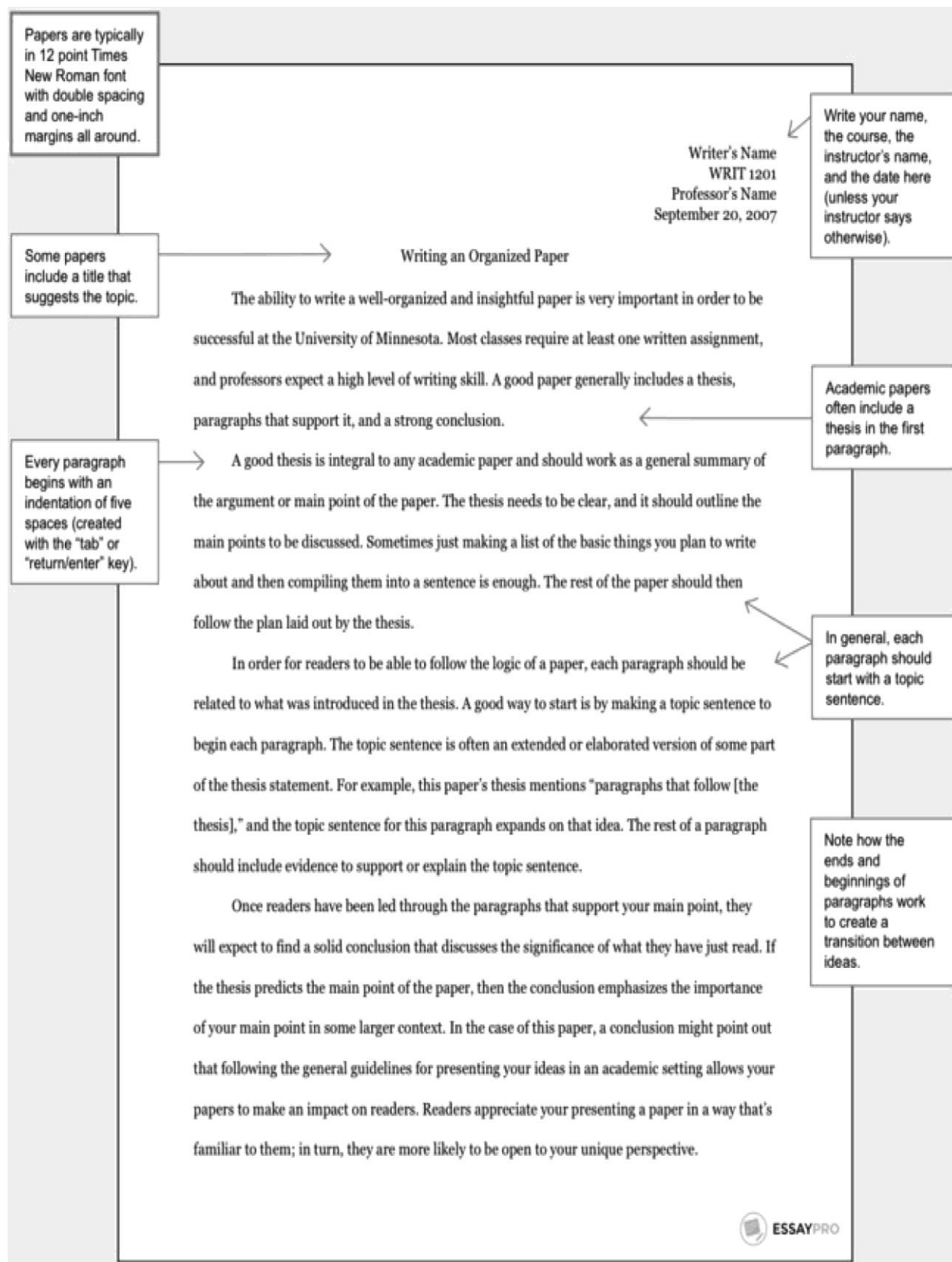


Fig. 1. An example of a structure of a good academic essay

- Online resources are treated differently among writing styles, and students should pay close attention to when a URL or DIO (digital object identifier) is required and when it is not.

- When writing the bibliography for the end of a paper, students should pay close attention to the order in which information appears. While all styles typically require the author’s name, publication title, and date of release, they will be organized in a different order. Some citation styles, including APA, also require additional information, such as the publishing house and where it is located.

Study the tips of writing a good argumentative essay and write one of your own. The topic of essay should be relevant to your current scientific research.

Grammar

Exercise 1. Combine the following clauses into one full sentence (rewrite the new sentence using the correct punctuation):

1. as soon as Mary texts me back / we can go to the movie / we just need to pick up Mike first

2. my friend decided to try out for the school musical / but Mr. Johnson didn’t give her the part / because she can’t sing and dance at the same time

3. when my cousins first arrived / we got along great / but we were ready to kill each other after we had been together for twenty minutes

4. after James tripped and fell down the stairs / his foot and ankle were swollen / and his parents had to buy him crutches

5. as soon as the movie starts / you should stop talking / it’s rude to interrupt

Exercise 2. Diagram the following compound-complex sentences, underlining the principal clauses with a solid underline and the subordinate clauses with a double underline. Outline the conjunctions.

1. Go to the store and get some milk, as I must have your cake baked in time for the party.

2. Snowboarding looks like fun, but it requires a lot of practice which is boring or dangerous.

3. When you were renovating, did you hire contractors or did you do the work yourself?

4. She types better than I do, but she has not written me for several months.
5. The library book that I liked so much was overdue, and I paid the fine when I got some cash.
6. An old book is a new book until you have read it, and do not judge a book by its cover.
7. Mary and John like their teacher a lot, and they especially like her when she teaches art.
8. Although they used to be quite rare, wild turkeys are now common, and they are everywhere.
9. Because I went to a private school, I can diagram sentences and I must say I quite enjoy it.
10. Does Judith think she is a terrific dancer already, and is it true she plans to stop her lessons?

Exercise 3. Write SIMPLE at the end of the simple sentences, COMPLEX at the end of the complex sentences, COMPOUND at the end of the compound sentences, and CC at the end of the compound-complex sentences.

1. During the era of steam locomotives, Canada built a railway across the continent.
2. Some people like action movies, but others prefer cartoons or sports shows.
3. My grandmother gives us milk and cookies when we visit her at her house.
4. Fighting is what some children do when they are bored, but Peter and Fred aren't like that.
5. Oh no! My cell phone is ringing, and at the same time so is my landline.
6. Choosing between chocolate éclairs and banana splits is a dilemma to my children.
7. Don't tell me you didn't buy the things on the list, since I need them for your party.
8. Get your coat and put on your boots, as it's cold and snowy tonight.
9. Did the dog bite the boy or did the boy bite the dog?

Exercise 4. Put round brackets around the prepositional phrases.

1. During the era of steam locomotives, Canada built a railway across the continent.
2. Some people like action movies, but others prefer cartoons or sports shows.
3. My grandmother gives us milk and cookies when we visit her at her house.
4. Fighting is what some children do when they are bored, but Peter and Fred aren't like that.
5. Oh no! My cell phone is ringing, and at the same time so is my landline.
6. Choosing between chocolate éclairs and banana splits is a dilemma to my children.
7. Diane often wished (THAT) she had travelled more, and now it's too late for her.

8. Don't tell me (THAT) you didn't buy the things on the list, since I need them for your party.
9. Grab your coat and get your boots, as it's cold and snowy tonight.
10. Did the dog bite the boy or did the boy bite the dog?

UNIT 4

SCIENTIFIC COMMUNICATION

Vocabulary

Translate into Ukrainian:

to craft		information is retained	
content		a bite-sized chunk	
no matter how		to dazzle	
compelling		relevant	
a blank face		savvy	
an introduction		sparingly	
a body of evidence		to be consistent	
a key takeaway		a font	
a conclusion		to polish	
an original statement		perfection	
in total		ruthlessly	
an audience		to edit	
a slide		the emotional impact	
to digest		briefly	
to limit		the amount	

Pre-reading task:

1. In your opinion, what does it take to make a good presentation?
2. Have you ever had to deliver a presentation? Was it a successful one? Why/Why not?
3. Give five features of a good presentation?

How to make a good presentation

Making a good presentation starts with crafting the content. No matter how compelling your message is, if you don't get it out of your brain and on to the screen in a simple way, you'll be met with a sea of blank faces. So, where to begin?

1. Create an easy-to-follow structure. When it comes to what you have to say, break it down into three simple sections: your presentation needs an introduction, body, and conclusion.

A compelling introduction. Your introduction needs to briefly sum up what you're going to talk about and why it's useful or relevant to your audience.

Offer a body of evidence. The body of your presentation is where you hit them with the facts, quotes, and evidence to back up your main points.

Sum up with key takeaways. The conclusion is where you loop back to your original statement and give the audience some key takeaways on how they can put into practice what they've learned.

No more than 10 slides in total. Who wants to sit through pages and pages of slides? No one, that's who. By keeping your slide deck to 10 slides, even if your presentation is 30 minutes long, you'll give the audience a chance to digest the on-screen messages in line with your talk.

2. Limit the amount of copy on each slide. Less really is more, especially when it comes to making a good presentation. Too much text and the audience will just be reading the screen instead of looking at you and feeling the emotional impact of your message.

No more than six words per slide. Marketing king Seth Godin says we should have just six words per slide – that's not a lot of copy. Choose your words carefully and rewrite until you've got it just right.

Think «bite-size» information. Studies have shown that information is retained better when it's broken down into bite-sized chunks.

3. Be savvy with design details. A good design can make or break a presentation. If you haven't got the budget for a designer, tools such as Canva will help you make great slides, and Pexels or Unsplash offer stunning royalty-free images.

Use color sparingly. Bright colors can dazzle, but too many can be offputting. Use the colors most relevant to your message. We'd recommend sticking with one or two (not counting black and white) for your palette so it has a consistent look and feel.

Be consistent with your font. Consistent design makes you look more professional. Don't switch between caps and lower case, Times New Roman and Comic Sans, or 8 and 30 point text size. Stick with one font and one size throughout. You can vary the emphasis with your words later, but keep your on-screen text uniform for a more cohesive message.

Format for perfection. A wonky line on a slide or a badly pixelated graphic will put some people off, as it will look like you haven't tried very hard (or worse, that

you just aren't very good). Make sure your text is aligned and neat like in the example below.

4. Polish several times. Just like some well-worn shoes, a good presentation often needs a few rounds of dusting before it's all shiny and sparkly.

Edit ruthlessly. At first you might have a huge amount of information and will wonder how you're ever going to get it down to six words per slide. That's OK. Keep editing ruthlessly until you've pared your message down to the bare essentials.

Get someone else to look at it. A fresh pair of eyes can work miracles when it comes to refining your presentation. Get a trusted mentor or colleague to review your work. If you don't know anyone who can help, an online writing assistant like Grammarly can help you weed out a lot of problems.

Task II. Delivery. How to give a good presentation.

How you deliver your slides is as important as their content and design. Here are some quick pointers to help you get your message across with impact.

5. Have a strong opening. How you start and finish your presentation will make all the difference. Audiences usually make up their minds about someone in the first 7 seconds, so make those first moments count.

Be different;

Ask a question;

Tailor it to your audience.

6. Be genuine. Oscar Wilde said «Be yourself; everyone else is already taken.» A lack of authenticity will be spotted a mile away. Whatever you're saying, speak from the heart and don't try to impress – there's no need to prove yourself, just to get the point across as you see it. After all, that's why you're there, and you can't do more than that.

Use humor;

Don't be afraid to mess up;

Open up and be vulnerable.

7. Have a plan for a smooth delivery. With all the prep you're doing on the content and design of your presentation, it can be easy to overlook other variables that are within your control for a stress-free delivery.

Have a practice run-through;

Have backup material;

Use a timer.

8. To conclude, focus on audience value. You're coming to the end of your presentation. How do you wrap it up in a way that will be everlasting in their memories? The experts recommend you focus on the feeling you want the audience to take home.

*Leave your audience with an emotional impression;
Use a pause for key takeaways;
Make your core message sing.*

URL: <https://biteable.com/blog/tips/how-to-make-good-presentation/>

Task III. Decide whether the statements are True or False.

1. Making a good presentation starts with crafting the delivery.
2. When it comes to what you have to say, break it down into three simple sections: your presentation needs an introduction, body and conclusion.
3. Your conclusion needs to briefly sum up what you're going to talk about and why it's useful or relevant to your audience.
4. Consistent design makes you look more professional.
5. Whatever you're saying, you should speak from the heart and not try to impress – there's no need to prove yourself, just to get the point across as you see it.

Task IV. Rank in order of importance. Explain your choices.

<i>compelling introduction</i>	<i>body of evidence</i>	<i>key takeaways</i>
<i>amount of copy on each slide</i>	<i>bite-size information</i>	
<i>being savvy</i>	<i>color</i>	<i>font</i>
		<i>consistency</i>

Cross off bad tips on presentation introductions from the list below. Leave any others as they are, including ones which depend on the situation or could be argued to be okay (there is no need to decide which are best or tick any).

- The best start for your presentations is probably «Can I have your attention, please?»
- Greet the audience with «Good afternoon ladies and gentlemen. Thank you for coming to my presentation» or «It's an honor to be able to present for you today».
- «How are you?» is a good way of making a personal connection to an audience (like saying the same thing in a one-to-one face-to-face meeting).
- Mentioning something specific to that moment is a good way of making a personal connection to the audience (time of day, something that happened just before, something happening after, etc).
- Showing that you have noticed the audience (number of people, specific people, things that they are holding, positions, etc) is a good way of making a personal connection to them.
- Mentioning how the audience probably feel (mood, temperature, thoughts, feelings, etc) is a good way of making a personal connection to them.
- Apologize in advance for your presentation. Always give your name and organization which you belong to.
- Only include personal information which is relevant to your presentation topic.
- Think about what your audience already knows and will be interested in when deciding what personal information to include.

- A good «hook» is one which interests the audience in the topic they are going to hear such as a connection to a recent news story, a connection to their lives or an intriguing question which will be answered during the presentation.
- A good hook is one which wakes the audience up, e.g. making them laugh or shocking them, such as a witty or surprising quotation, a joke, amazing fact or interesting statistic.
- Surveying the audience can be a good hook, as long as people are interested in what other people's answers are.

Grammar

Exercise 1. Elliptical Expressions with «and» and «too» (Subject + Verb and Subject + verb too):

Form	Example
Verb «be»	I'm hungry, and Betty is too
Verb «have»	I have some money, and he does too
Simple present	I like apples, and he does too
Simple past	Maria had a cold, and her child did too
Past continuous	James was sleeping, and we were too
Future Simple	They will work tomorrow, and we will too
Present continuous	He is listening to music, and she is too
Present perfect	He has smoked for 8 years, and she has too
Past perfect	He had gone to that café for years, and she had too

Exercise 2. Make some examples of your own about you and your group mate.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Exercise 3. Choose the appropriate NEITHER/EITHER structures to complete the following sentences.

- | | |
|--|-----------------------|
| 1. Cathy doesn't like dogs. | |
| a) I don't either | c) I am not either! |
| b) neither am I! | d) and I am neither! |
| 2. I don't go to work every day. | |
| a) neither do I | c) neither am I |
| b) do I either | d) I am not either |
| 3. Paul can't type well. | |
| a) I will either | c) I could either |
| b) neither could I | d) I can't either |
| 4. I don't need to go to work. | |
| a) I don't work either | c) I wasn't either |
| b) neither need I | d) I don't either |
| 5. He doesn't need to study. | |
| a) I don't need either | c) I should either. |
| b) neither do I | d) neither need I |
| 6. She doesn't wish to stop smoking. | |
| a) I wasn't either | c) neither wish I |
| b) neither am I | d) neither do I |
| 7. Vanessa couldn't go. | |
| a) I wouldn't either | c) I could either |
| b) I shouldn't either | d) neither could I |
| 8. Mary shouldn't do her homework now. | |
| a) I am not either | c) shouldn't I either |
| b) I shouldn't either | d) neither do I |

Exercise 4. In each of the following sentences underline the elliptical clause.

1. While taking trumpet lessons, Marla had learned several march tunes.
2. Please leave all other books and materials under your desks until finished with the test,
3. Should our express mail package arrive sooner than the one shipped first class?
4. Although in a hurry, Ahmed took time to stretch.
5. My mother has always baked tastier blueberry muffin than I.
6. Though lost for a week, my algebra book finally turned up in our classroom.
7. For the final challenge, Cameron had to slice more onions than we.
8. How could their petition receive so many more signatures than ours?
9. Since using an irrigation system, Ruben has harvested ten percent more corn per acre.
10. Even though I play fewer video games than some teenagers, I still could follow Jane's strategy.

Exercise 5. In each of the following sentence underline the elliptical clause. Then insert a caret and write above it the words that are missing:

1. At the restaurant, Chester and Erin ate more salad than I.
2. Once repaired, the tire held air pressure very well.
3. Can squirrels eat as much birdseed out of a feeder as raccoons?
4. The waves surprised me more than her.
5. Because of heavy evening traffic, air rescue arrived sooner than the ground team.

UNIT 5

DIGITALIZATION OF A MODERN CAREER

Vocabulary

Translate into Ukrainian:

innovation		connectivity	
to create		prospects	
to come to rescue		segmentation	
to coexist		variable data packages	
symbolic relation- ship		rapidly	
to increase		to gain access	
to enable		data	
to serve		to embrace	
to approach		algorithm	
a customer		frontier	
disruptively		mobility	
to remain		to be swept by the wave	
stagnant		media	
to evolve		a solution	
exponential		consumerism	

Pre-reading task:

1. What is digitalization?
2. Who are the millennials?
3. How often do you use information technology in your work?
4. Do you think internet technologies are important? Why/Why not?

Task I. Read and translate the text.

Information technology & its uses in business management

With more innovation in technology, new businesses are created. With more business, technology comes to the rescue by making things easier. The two exist in something of a symbiotic relationship that ensures they will always coexist.

Technology Is Necessary in Business. Over the years, technology has caused an explosion in commerce and trade. Because of technology, many traditional business models and concepts were revolutionized. Technology gave us the opportunity to see things from a new perspective, and to approach what we were already doing from a new perspective. Technology also gave us greater efficiency for conducting business.

Technology as a Source of Support and Security. Technology enables us to automate numerous processes, which thereby increases our productivity. This is possible because it enables us to use fewer resources, thereby enabling us to improve on quality at a low cost and to improve the speed with which we can deliver to customers. In the process, it has become possible to serve even more clients.

How Does Information Technology Affect Business? The Industrial Revolution changed things in the business world, making a lot of processes more efficient and increasing productivity a hundred-fold. However, the business world remained somewhat stagnant for a century after. With the technological revolution, and the use of technology in business, however, things changed even more disruptively than during the Industrial Revolution and it would be safe to say that things will never be the same again. The rate at which technology is evolving and adapting is exponential to the point where all businesses are being swept by the wave, whether they are ready for it or not. It might not seem like we've made that much progress, but even just 5 years ago, social media did not have any consumerism, mobile phones weren't used for business, cloud-based solutions did not exist, the App Generation was not born yet, and omni-channel marketing was taking its baby steps.

The Advent of Mobile Solutions. Mobility is seen by many as the next great frontier for businesses. Google's algorithms reflect this, as they make mobile websites a priority. Your business, and every aspect of it can be handled, using nothing more than a tablet or smartphone. From content marketing to customer relations, to sales, the back-end stuff like invoicing and shipping, all of that power is in your hands.

The Phenomenon of Cloud Computing. Cloud computing has made it possible for businesses to outsource many of their functions to third parties using the internet. It makes it possible for variable data packages to be handled but also makes it possible for businesses to expand rapidly and embrace mobility without having to worry about such things as crashes, downtime, and lost data. This has enabled small and medium-sized businesses to gain access to resources that would have cost them a fortune only a few years ago. In effect, the playing field has been leveled.

Increased Customer Segmentation. Since more and more data is flowing, it is now much easier to analyze and gain deep insight into the things that customers are looking for. Analytics services are expanding by the day and are allowing businesses to segment their prospects into more and more specific groups, making it much easier to target them and get more value for their advertising money. Something as simple as having a Google account can let a business know where a user is from, the kind of browser they're using, how they stumbled upon a website, What they do on that website, how long they are likely to stay and at what point they decide to leave. There are even more advanced analytics services that allow businesses to become even more refined with this segmentation in order to improve their conversions drastically.

Increased Connectivity. Technology has made it easier for people to stay in touch. Whether you're looking to communicate with your employees and colleagues via video chat or sending email blasts to leads, mobile technology and the constant innovation that takes place within the space has made it possible for communication to take on a new level of hyper-realism.

The End of Downtime. This is actually a negative effect of technology. With increased connectivity, individuals have less and less time to themselves now. Vacation seems to have all but become a thing of the past, with most people working even when they're on vacation. Since we can always access our emails, texts, and social media through our phones and laptops, it is harder and harder to just disconnect and wind down.

URL: <https://smallbusiness.chron.com/information-technology-its-uses-business-management-51648.html>

Task II. Decide whether the statements are True or False.

1. Over the years, technology has caused an explosion in commerce and trade.
2. Because of stagnation, many traditional business models and concepts were revolutionized.
3. Technology enables us to automate numerous processes, which thereby increases our productivity.
4. Cloud computing has made it possible for businesses to outsource many of their functions to third parties using the internet.
5. With decreased connectivity, people have less time to themselves now.

Task III. Make up 15 questions to the text:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Task IV. In pairs ask and answer questions:

Student A

- What springs to mind when you hear the word «technology»?
- Is technology a good or a bad thing?
- What new technology could you not live without?
- Do you like reading about technology?
- Do you like using technology to learn?
- What do you think very old people think of modern technology?
- How has technology changed society?
- Has technology made us more impatient?
- Max Frisch said: «Technology is the knack of arranging the world so that we don't have to experience it». Do you agree with him?
- Mark Kennedy said: «All of the biggest technological inventions created by man – the airplane, the automobile, the computer – say little about his intelligence, but speak volumes about his laziness». Do you agree?

Student B

- What do you think of today's technology?
- What do you think of tomorrow's technology?
- Do you think we've become obsessed with technology?
- Do you always trust technology?
- Does technology ever let you down?
- What things would you never let technology replace?
- Has technology made our lives better than our grandparents' lives?
- What technology is dangerous?

- Frank Lloyd Wright said: «If it [technology] keeps up, man will waste away all his limbs but the push-button finger». What does this mean? Do you like this quote?
- Alan M. Eddison said: «Modern technology ... Owes ecology ... An apology». What does this mean? Do you agree?

Grammar

Exercise 1. Translate into Ukrainian:

1. I spent all my savings, so I can't go to Spain this summer.

2. Joe, tired from the journey, fell asleep on the train.

3. Mary and Samantha, who were looking for Joe, arrived at the train station before noon.

4. Mary and Samantha, realizing Joe was waiting at the bus station, stopped the bus driver and got off.

Exercise 2. Translate into English:

1. У селі розпочалися весняні роботи, люди працювали день і ніч на своїх городах (О. Слісаренко).

2. Все село там таке: всяк тобі допоможе (І. Нечуй-Левицький).

3. З розповіді цих хлопців відразу стало ясно: добра вночі не чекай (О. Слісаренко).

4. Струмки полощуть срібло тиші, в росі купається трава (Богдан-Ігор Антонич).

Exercise 3. Read the following explanation of critical thinking. Then complete the exercise below.

What is critical thinking?

Can you evaluate what you read and justify what you believe? If so, you are thinking critically. Deliberating in a purposeful, organized manner in order to assess the value of information, both old and new, is critical thinking. Critical readers and thinkers ... do not accept the idea that «If it's in print, it must be true.» They do not immediately accept the thinking of others. Rather, they think for themselves, analyze different aspects of written material in their search for truth, and then decide

how accurate and relevant the printed words are. Critical thinkers build on previous knowledge ... to forge new relationships. They recognize both sides of an issue and evaluate the reasons and evidence in support of each.

Exercise 4. Overcome Barriers to Critical Thinking.

Allow yourself to think critically, to be challenged, and to change. Recognize and avoid the following barriers to your own critical thinking:

1. Existing Beliefs – Do you refuse to consider or immediately reject ideas outside of your belief system? We are culturally conditioned to resist change and feel that our own way is the best one.

2. Wishful Thinking – Do you talk yourself into believing things that you know are not true because you want them to be true? At times we engage in self-denial.

3. Hasty Moral Judgments – Do you tend to evaluate someone or something as good or bad, right or wrong, and remain fixed in this thinking?

4. Reliance on Authority – Do you think for yourself? Many people let the government, the church, doctors, religious leaders, and teachers do their thinking for them.

5. Labels – Do you ignore individual differences and lump people and things into categories? Labels oversimplify, distort the truth, stereotype, and usually incite anger and rejection.

Exercise 5. Each sentence below is followed by a coordinating conjunction. Add an independent clause that would make sense, keeping in mind the relationship between clauses.

1. Samuel seldom thinks for himself, so

2. I don't believe everything I read, for

3. My mother follows her horoscope, but

4. The media often exaggerates events, and

5. The teacher is not always right, nor

6. I didn't like the first class, yet

7. I can believe everything I hear, or

8. I used to think all lawyers were greedy, but

UNIT 6
SCIENTIFIC REPORTS

Vocabulary

Translate into Ukrainian:

if appropriate		references	
to ensure		scientific research	
title page		recommendation	
table of contents		to include	
abstract		descriptive	
introduction		to contain	
materials and methods		to state	
results		to carry out	
discussion		in order to	
conclusion		to give a background	

Pre-reading task:

1. Have you ever written a scientific report?
2. In your opinion, what is a scientific report?
3. What are the elements of a scientific report?

Task I. Read and translate the text.

Writing a Scientific Report

A scientific report is a document that describes the process, progress, and or results of technical or scientific research or the state of a technical or scientific research problem. It might also include recommendations and conclusion of the research.

Elements of a Scientific Report:

1. Title Page
2. Table of Contents
3. Abstract
4. Introduction
5. Materials and Methods (Experimental)
6. Results
7. Discussion
8. Conclusion
9. References

Title page. The title page will include the following:

- Title of the report:
Usually 4–12 words in length.
Should be short, specific and descriptive, containing the keywords of the report.
- Authorship:
Always publish under the same name.
Include author addresses.
Indicate the corresponding author and their contact details.
- Date:
The date when the paper was submitted.

Table of Contents. A Table of Contents is only required for length reports (usually 6 pages or more).

Abstract. The Abstract is a self-contained synopsis of the report – an informative summary of what you did and what you found out.

The Abstract should include the following:

- Objectives (as outlined in the Introduction) and scope of the investigation.
- A brief reference to the Materials and Methods.
- A summary of the results and conclusions – a brief but thorough statement of the outcome/s of the experiment.

If there is a hypothesis, you may state what it is and whether it was supported or refuted.

The following should not be included in the Abstract:

- Literature citations.
- Formulae and abbreviations, references to tables.

Although the Abstract comes first in a report, it is best to write it last, after you have the results and conclusions.

Introduction. This provides a summary of the analysis to be undertaken. The purpose of the Introduction is to put the reader in the picture and place the research/experiment within a context.

The following may be included in the Introduction:

- Background about the analysis to be carried out.
- A brief review of previous research (relevant literature) to give a back-ground – paraphrase relevant facts from the scientific literature, citing the sources to support each statement.
- Reason/s why the research was undertaken.
- Statement of the hypothesis (an idea or concept that can be tested by experimentation) if there is one.
- An explanation of the different techniques and why they are used.
- A statement of the objective/s – what you hope to achieve.

The Introduction is the what and why of the experiment, and should answer the following questions:

- What was the purpose or objective of the experiment/research?

- Why was the experiment/research conducted in a particular manner?
- Why was it important in a broader context?

The Introduction should not include any results or conclusions.

Materials and Methods (Experimental). The Materials and Methods, sometimes called Experimental, is a description of the materials and procedures used – what was done and how. Describe the process of preparation of the sample, specifications of the instruments used and techniques employed.

The Method should include such things as sample size, apparatus or equipment used, experimental conditions, concentrations, times, controls etc.

While the Method does not need to include minute details (e.g. if you followed a set of written instructions, you may not need to write out the full procedure – state briefly what was done and cite the manual), there needs to be enough detail so that someone could repeat the work.

Do not keep using the word «then» – the reader will understand that the steps were carried out in the order in which they are written.

The Method must be written in the past tense and the passive voice.

Results. This section states what you found.

The following will be included in your Results:

- Pictures and spectra.
 - Tables and graphs whenever practical.
 - Brief statements of the results in the text (without repeating the data in the graphs and tables). When writing about each picture, graph or table, refer to it parenthetically e. g. (fig. 1).
 - If possible give a section of related results and then comment on them rather than presenting many pages of unrelated results and then discussing them at the end.
- Subheadings can be used to divide this section so that it is easier to understand.

Massive quantities of data or raw data (not refined statistically) can be presented in appendices.

Include only your own observed results in this section.

The following should not be included in your results:

- What you expected to find or what you were supposed to have observed.
- References to other works (published data or statements of theory).

Use the Discussion section of the report for these.

The Results section should be written in the past tense and passive voice, avoiding the use of «I» and «we».

Discussion. State your interpretation of your findings, perhaps comparing or contrasting them with the literature. Reflect on your actual data and observations.

Explain or rationalise errant data or describe possible sources of error and how they may have affected the outcome.

The Discussion must answer the question «What do the results mean?» It is an argument based on the results.

Conclusion. This is the summing up of your argument or experiment/research, and should relate back to the Introduction.

The Conclusion should only consist of a few sentences, and should reiterate the findings of your experiment/research.

If appropriate, suggest how to improve the procedure, and what additional experiments or research would be helpful.

References. Cite any references that you have used, ensuring that each item in the reference list has an in-text citation, and every in-text citation has a full reference in the reference list at the end of your paper.

Ensure that the references are formatted according to the style required by the journal (or your lecturer/supervisor), and be careful with spelling (the author whose name you misspell may be asked to review the paper!)

URL:<https://www.waikato.ac.nz/library/study/guides/write-scientific-reports>

Task II. Make up 10 questions to the text:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task III. In pairs, ask and answer questions:

- What has science done for humankind?
- What will science uncover in the next few decades?
- What questions will science never answer?
- Do science and religion fit well together?
- When someone says, «It isn't exactly rocket science», what do they mean?
- What will the next big discovery in science be?
- Would you like your children to study science, management or law?
- The Japanese anime character Ikari Gendo said: «Science is the power of Man». What does this mean? Do you agree?

Grammar

Exercise 1. Are the sentences written in Active or Passive?

- | | |
|-----------------------------------|-----------------------------|
| 1. Steven likes to play baseball. | 2. They often read e-mails. |
| a) active | a) active |
| b) passive | b) passive |

- | | |
|--|---|
| 3. Bingo is played in Britain.
a) active
b) passive | 4. These cars are produced in Italy.
a) active
b) passive |
| 5. He lost his keys yesterday.
a) active
b) passive | 6. French is spoken in Niger.
a) active
b) passive |
| 7. A letter was written.
a) active
b) passive | 8. Lots of houses were destroyed.
a) active
b) passive |
| 9. They are listening to their music.
a) active
b) passive | 10. The bus driver was hurt.
a) active
b) passive |

Exercise 2. Turn the verbs in the following sentences into the passive, but do not change the tenses. The original subject disappears because it is not important.

*E. g.: Somebody fetched a chair for Mrs Dixon. =>
A chair was fetched for Mrs Dixon.*

1. They speak French at this shop.

2. Somebody stole my car.

3. They have sent the books to the wrong address.

4. Somebody will bring the beer.

5. Somebody has bought this fur coat.

6. Somebody has left this umbrella behind.

7. They haven't caught the robbers yet.

8. They don't drink ice-cold beer in England.

9. They eat a lot of fish.

10. They drink tea with milk at least five times a day.

11. They discuss the weather every day.

12. Some men robbed the Glasgow-London mail train in 1961.

13. They stopped the train between two stations.

14. They disconnected the engine and the first two coaches.

15. They drove them to a lonely bridge.

16. People discussed the mail robbery all over the world.

17. The police caught some of the robbers and found part of the money.

18. The court sentenced the men in January 1964.

19. Somebody will look after their children.

20. You have not paid for the car.

Exercise 3. Rewrite the Active sentences into Passive.

1. They understand Spanish.

2. My friend bought a new car.

3. John cleaned the bathroom.

4. The teacher closes the window.

5. The girls can play handball.

UNIT 7

THE AIM OF THE SCIENTIFIC RESEARCH

Vocabulary

Translate into Ukrainian:

to collect		measurable	
to construct		tim-constrained	
to classify		to perceive	
to develop		to listen	
to devise		to be aware of	
to measure		to understand	

to produce		to know	
to revise		to learn	
to synthesize		to enquire	
to appreciate		to consider	

Pre-reading task:

1. In your opinion, is there any difference between «Aim» and «Objective» of a research?
2. What are the aim and objectives of your scientific research?

Task I. Read and translate the text.

Dissertation proposals. Aims and objectives

The primary focus of your research project is usually expressed in terms of aims and objectives.

Many students find it difficult to understand the difference between aims and objectives. However, in the academic context there is a clear distinction between these terms.

Aim = what you hope to achieve.

Objective = the action(s) you will take in order to achieve the aim.

Aims are statements of intent. They are usually written in broad terms. They set out what you hope to achieve at the end of the project.

Objectives, on the other hand, should be specific statements that define measurable outcomes, e.g. what steps will be taken to achieve the desired outcome.

When writing your objectives try to use strong positive statements.

Strong verbs: collect, construct, classify, develop, devise, measure, produce, revise, select, synthesize

Weak verbs: appreciate, consider, enquire, learn, know, understand, be aware of, appreciate, listen, perceive

Objectives should also be **S.M.A.R.T.** – which means they should be:

Specific – be precise about what you are going to do

Measureable – you will know when you have reached your goal

Achievable – Don't attempt too much – a less ambitious but completed objective is better than an over-ambitious one that you cannot possibly achieve.

Realistic – do you have the necessary resources to achieve the objective – time, money, skills, etc.

Time constrained – determine when each stage needs to be completed. Is there time in your schedule to allow for unexpected delays.

How many aims or objectives should be there?

Please check with your project supervisor. Some tutors are happy with one clear strong aim, while others like to see a main aim supported by at least two subsidiary aims.

Likewise, there is no fixed number of objectives but you will be required to produce sufficient objectives to be able to measure progress towards meeting the aim/s.

Example of aim and objectives

Aim:

To investigate the relationship between tectonic-plate movement and the gravitational effect of the alignment of the major planets.

Objectives:

- Data sets will be extracted from the known historical record of tectonic-plate movement
- Data sets will be extracted from astronomical tables detailing the various alignments of the major planets covering the same period as data from the geological record.
- The data from both sets will be synthesized to establish if correlation points exist between major geological events and planetary alignments.

URL:<https://learn.solent.ac.uk/mod/book/view.php?id=116233&chapterid=15294>

Task II. Make up 10 questions to the text:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task III. Using the strong verbs, make up sentences of relevant to your scientific research.

Collect _____
Construct _____
Classify _____
Develop _____

Devise _____
Measure _____
Produce _____
Revise _____
Select _____
Synthesize _____

Task IV. Useful vocabulary for writing a scientific research. Using the phrases write the Introduction of your future investigation:

Establishing the importance of the topic for the world or society

X is a fundamental property of ...

X is fast becoming a key instrument in ...

X is a common disorder characterised by ...

X plays an important role in the maintenance of ...

Xs are the most potent anti-inflammatory agents known.

X is a major public health problem, and the main cause of ...

Xs are one of the most rapidly declining groups of insects in ... In the new global economy,

X has become a central issue for ...

Establishing the importance of the topic for the discipline

A key aspect of X is ... X is a classic problem in ...

A primary concern of X is ...

X is at the heart of our understanding of ...

X is an increasingly important area in applied linguistics.

Highlighting a controversy in the field of study

To date there has been little agreement on what ...

One major issue in early X research concerned ...

The issue has grown in importance in light of recent ...

One observer has already drawn attention to the paradox in ...

Questions have been raised about the safety of prolonged use of ...

Debate continues about the best strategies for the management of ...

In many Xs, a debate is taking place between Ys and Zs concerning ...

This concept has recently been challenged by X studies demonstrating ...

Research questions or hypotheses

The central question in this dissertation asks how ...

This research seeks to address the following questions: In particular, this dissertation will examine six main research questions:

The hypothesis that will be tested is that ...

The key research question of this study was whether or not ...

This study aimed to address the following research questions:

Another question is whether ...

Synopsis of the research design, method, source(s) of data

Five works will be examined, all of which ...

Data for this study were collected using ...

This dissertation follows a case-study design, with in-depth analysis of ...
 This study was exploratory and interpretative in nature.
 The approach to empirical research adopted for this study was one of ...
 The methodological approach taken in this study is a mixed methodology based
 on ...
 By employing qualitative modes of enquiry, I attempt to illuminate the ...
 Qualitative and quantitative research designs were adopted to provide ...
Indicating significance
 This project provided an important opportunity to advance the understanding of
 ...
 This study provides an exciting opportunity to advance our knowledge of ...
 This is the first study to undertake a longitudinal analysis of ...
 The findings should make an important contribution to the field of ...
Indicating limitations
 The thesis does not engage with ...
 Due to practical constraints, this paper cannot provide a comprehensive review
 of ...
 It is beyond the scope of this study to examine the ...

Grammar

Exercise 1. Use the verbs from the box to complete these sentences:

arrive	survive	be	work
renovate	contact	answer	talk

1. I asked him several times but he didn't bother ... my question.
2. Finally, we agreed ... on the project together.
3. I demand ... to your boss. Jack usually fails ... on time.
4. Domestic animals somehow managed ... the fire.
5. We're not planning ... the hotel much longer.
6. If you have any questions, don't hesitate ... me.
7. Was she just pretending ... your friend?

Exercise 2. Use the nouns and the verbs in brackets to complete these sentences.

Example: Our parents allowed ... out tonight. (we – go)

Our parents allowed us to go out tonight.

1. These glasses will enable ... (she – read)
2. My uncle advised ... architecture. (I – not study)
3. Our teacher encouraged ... in the competition. (we – take part)
4. They persuaded ... the army. (she – not join)
5. We are training ... blind people. (they – help)
6. The policeman forced ... down. (he – lie)
7. My mum always reminds ... late for school. (I – not be)
8. The traffic warden warned ... on double yellow lines. (we – not park)

Exercise 3. Complete the sentences with the following verbs:

answer

tell

pay

win

leave

do

announce

climb

be

discover

1. I always do my best ... well at school.
2. We were proud ... the birth of our baby. Sarah is about
3. Can you see her off? The young man turned out ... my classmate.
4. We can't afford ... for luxuries these days.
5. Columbus set out ... America in 1492.
6. I made an effort ... the race, but I didn't succeed.
7. The children were afraid ... the truth.
8. The manager took the trouble ... personally.
9. Once he made up his mind ... the mountain, there was no stopping him.

Exercise 4. Use the words to make sentences.

Example: may | take | you | it – You may take it.

1. wash up | today | needn't | you

-
2. yesterday | in the sea | we | swim | see | you

-
3. someone | last night | hear | I | cry

-
4. birds | to | we | fly | watch | the south | every year

-
5. for you | me | do | it | let

-
6. so often | laugh | they | make | me

-
7. have | I'd | a milkshake | rather |

-
8. start | better | immediately | we'd

-
9. the house | her | decorate | I | help | last month

-
10. your | must | parents | listen | you | to
-

Exercise 5. Choose the correct forms to complete the sentences.

1. It is possible that he left. He might ... **(left; have left)**
2. I was listening to Sue and Jill. You shouldn't ... to them. **(be listening to them; have been listening)**

3. I'm sure they sent the parcel. They must ... the parcel. (**have sent; have been sent**)
4. It is impossible that she was having a bath. She couldn't ... a bath. (**have been having; be having**)
5. He seems to have been ill. It seems that he ... ill. (**is; was**)
6. I happened to have bought such a bike before. It happened that I ... such a car before. (**bought; had bought**)

СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

1. Верба Г. В., Верба Л. Г. Граматика сучасної англійської мови : довідник. Київ : ВП Логос-М, 2006. 342 с.
2. Голицынский Ю. Б., Голицынский Н. А. Грамматика. Сборник упражнений. Санкт-Петербург : Каро, 2011. 576 с.
3. Частник С. В., Частник О. С. Написання анотацій та резюме англійською мовою : навч.-метод. матеріали. Харків : ХДАК, 2015. 59 с.
4. Evans V., Dooley J. Grammar Way 3 with keys. Berkshire : Express Publishing, 2022. 272 p.
5. Evans V., Dooley J. New Round-Up 5. English Grammar Practice : Students' Book. Harlow : Pearson Education Limited, 2011. 208 p.
6. Evans V., Dooley J. New Round-Up 6. English Grammar Practice : Students' Book. Harlow : Pearson Education Limited, 2015. 257 p.
7. Hewings M. Advanced Grammar in Use : a self-study reference and practice book for advanced learners of English; with answers. Cambridge : Cambridge University Press, 2013. 304 p.
8. Mahnke M. K., Duffy C. B. The Heinemann Elt TOEFL : Preparation Course. 2nd. ed. Oxford : Heinemann, 1996. 600 p.
9. Murphy R. English Grammar in Use: with answers. Cambridge : Cambridge University Press, 2015. 128 p.

Навчально-методичне видання

Мунтян Антоніна Олександрівна
Шпак Ірина Володимирівна

АНГЛІЙСЬКА МОВА

Методичні рекомендації до практичних занять
для студентів-аспірантів

У двох частинах
Частина 1
Українською та англійською мовами

Редактор А. В. Безверхня
Комп'ютерна верстка В. В. Бердо

Формат 60х84 _{1/16}. Ум. друк. арк. 2,61. Обл.-вид. арк. 2,12.
Зам. № 66

Український державний університет
науки і технологій

Свідоцтво суб'єкта видавничої справи ДК № 7709 від 14.12.2022

Адреса видавця та дільниці оперативної поліграфії:
вул. Лазаряна, 2, Дніпро, 49010