

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 2

Електронний аналог
друкованого видання

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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.

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STRUCTURE OF THE SCIENTIFIC RESEARCH**Vocabulary***Translate into Ukrainian:*

cover page		solutions	
along with		to outline	
Affiliations		limitations	
a reviewer		findings	
corresponding		to include	
to provide		to convey	
impressions		to attest	
citation		originality	
references		conflict of interest	
acknowledgements		supplementary	

Pre-reading task.

1. What are the sections of the scientific paper?
2. How long should the sections of the scientific paper be?

*Task I. Read and translate the text.***Format Overview**

The four main elements of a scientific paper can be represented by the acronym IMRaD: introduction, methods, results, and discussion. Other sections, along with a suggested length,* are listed in the table below:

Section	Length	Section	Length
Cover Page	1 page	Discussion	4–6 pages
Abstract	1 paragraph (100–300 words)	Conclusion	1 paragraph
Keywords	3–7 words (approx.)	Acknowledgments	1–2 sentences
Introduction	1–2 pages	Conflicts of Interest/Originality Statement	1 sentence
Methods	2–3 pages	References	20–50 sources (2–4 pages)
Results	6–8 pages	Appendix/Supplementary Information	1–5 appendices

Cover Page. On the first page of the paper, you must present the title of the paper along with the authors' names, institutional affiliations, and contact information. The corresponding author(s) (i. e., the one[s] who will be in contact with the reviewers) must be specified, usually with a footnote or an asterisk (*), and their full contact details (e. g., email address and phone number) must be provided. For example: Dr. Clara A. Bell^{1*} and Dr. Scott C. Smith²

Abstract. In this summary of your research, you must state your subject (i. e., what you did) and encapsulate the main findings and conclusions of your paper.

Keywords. Below the abstract, include a list of key terms to help other researchers locate your study. Note that «keywords» is one word (with no space) and is followed by a colon: *Keywords:* paper format, scientific writing.

Introduction. This is the reader's first impression of your paper, so it should be clear and concise. Include relevant background information on your topic, using in-text citations as necessary. Report new developments in the field, and state how your research fills gaps in the existing research. Focus on the specific problem you are addressing, along with its possible solutions, and outline the limitations of your study. You can also include a **research question**, **hypothesis**, and/or **objectives** at the end of this section.

Methods. This is the part of your paper that explains how the research was done. You should relate your research procedures in a clear, logical order (i. e., the order in which you conducted the research) so that other researchers can reproduce your results. Simply refer to the established methods you used, but describe any procedures that are original to your study in more detail.

Results. Now that you've explained how you gathered your research, you've got to report *what* you actually found. In this section, outline the main findings of your research. You need not include too many details, particularly if you are using tables and figures. While writing this section, be consistent and use the smallest number of words necessary to convey your statistics.

Discussion. In this section, you interpret your findings for the reader in relation to previous research and the literature as a whole. Present your general conclusions, including an assessment of the strengths and weaknesses of the research and the implications of your findings. Resolve the hypothesis and/or research question you identified in the introduction.

Conclusion. This section is sometimes included in the last paragraph of the discussion. Explain how your research fits within your field of study, and identify areas for future research.

Acknowledgments. Write a brief paragraph giving credit to any institution responsible for funding the study (e. g., through a fellowship or grant) and

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any individual(s) who contributed to the manuscript (e. g., technical advisors or editors).

Conflicts of Interest/Originality Statement. Some journals require a statement attesting that your research is original and that you have no conflicts of interest (i. e., ulterior motives or ways in which you could benefit from the publication of your research). This section only needs to be a sentence or two long.

References. Here you list citation information for each source you used (i. e., author names, date of publication, title of paper/chapter, title of journal/book, and publisher name and location). The list of references can be in alphabetical order (author–date style of citation) or in the order in which the sources are presented in the paper (numbered citations). Follow your style guide; if no guidelines are provided, choose a citation format and **be consistent**.

Appendix/Supplementary Information. In this optional section, you can present nonessential information that further clarifies a point without burdening the body of the paper. That is, if you have too much data to fit in a (relatively) short research paper, move anything that’s not essential to this section.

Task II. Answer the questions:

1. What are the five major components of a research paper?
2. How important is the title of a thesis?
3. What should be stated in the introduction to the dissertation?
4. How different are goals and objectives? Which concept is narrower?
5. Why is methodology a point to clarify when you research a theme?

Task III. Make up 15 questions to the text:

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

Grammar

Exercise 1. Circle the correct verb form in the introduction to an essay about retrials. If both are correct, circle both.

For an appeal to be upheld in a court of law, there is a requirement that new evidence **1. could/should** be presented. Scientific advances in areas such as DNA testing, however, mean that there is now a growing trend for cases that **2. might/must** have remained closed to be considered for retrial. Berenger (2012) cites the case of Maxwell Jordan, who believes he **3. will be able to/could** prove his innocence through a report that his lawyers have commissioned from scientists who study the behaviour of bullets.

Jordan's team will argue that he **4. could/must** not have fired the gun twice within the period of time described by the prosecuting counsel at his trial. If this new evidence is accepted, it **5. can/should** prove persuasive enough to put Jordan's conviction in doubt. This essay **6. might/will** explore Jordan's case in more detail.

Exercise 2. Circle the correct verb forms in the text about infrastructure projects. If both are correct, circle both.

The location of a new rail system or airport **1. needs to/should** take into account the conflicting interests of a number of different groups of people. Politicians in power **2. must/may** not benefit immediately from an infrastructure project, but they **3. could/might** gain credit in the medium term for a boost in employment when construction work begins. It **4. would/shall** seem, on the surface, that the business community in general **5. will/needs** to benefit when a major transport project is initiated, but, as in sport, where there are winners there **6. might/must** always be losers.

Amongst the public, commentators **7. would/should** agree that there are two groups: the general population who **8. must/will** often be supportive of modernizing programmes, and those directly affected, the ones, whose houses **9. need/ought** to be demolished or whose quality of life **10. will/could** be reduced by the endless departure and arrival of long-haul jets. Bryson (2009) suggests that thirty or forty years ago, the complaints of this latter group **11. can/would** regularly be ignored, whereas these days, a protest movement **12. can/needs** to be established and attract public attention within days of a project being announced

Exercise 3. Choose the correct alternative a, b or c.

1. We have agreed ... interfering with their issues.

a) to quit b) quitting c) both to quit and quitting

2. We were afraid of ... too many mistakes.

a) to make b) making c) both to make and making

3. Have you considered ... a lawyer?
a) to consult b) consulting c) both to consult and consulting
4. Do you like ... his books?
a) to read b) reading c) both to read and reading.
5. Even though it was very difficult, we would like ... the experiment.
a) to have done b) doing c) both to have done and doing
6. I remember ... much more than I should have.
a) to tell b) telling c) both to tell and telling
7. If your projector remote doesn't work, maybe you should try ... the batteries.
a) to change b) changing c) both to change and changing
8. We tried ... the French department, but the phone lines were down.
a) to call b) calling c) both to call and calling
9. I don't mind ... museums if they're really interesting.
a) to visit b) visiting c) both to visit and visiting
10. We advised Carlos... his attorney
a) to call b) calling c) both to call and calling

Exercise 4. Complete the second sentence so that it has a similar meaning to the first sentence. You must use between two and five words.

1. It's really important that you pay the tuition fee.
You must remember _____ today.
2. I think it would be a good idea if you joined the beginners class.
I suggest you _____ the beginners class.
3. Meeting the professor at her lecture was really surprising.
I didn't expect _____ at her lecture.
4. In the future she became a successful business woman.
She went on _____ business woman.
5. I'll help you with your homework.
I don't mind _____ with your homework.
6. I hated driving on the left at first but now it's OK.
I used _____ on the left but now it's OK.
7. Don't bother to apply for the job.
There is no point _____ for the job.
8. Were you successful in passing the exam?
Did you manage _____ the exam?

Exercise 5. Choose the correct option a, b, c or d

1. I went to an English college. It was good, but I _____ to an American university.
a) should gone b) would rather go
c) would rather have gone d) could go

2. Thomas can't believe it. He failed two exams and had to leave the school. His academic career is over. Now he walks around saying, «_____».

- a) I could have been a scientist b) I could be a scientist
c) I might be a scientist d) I should have been a scientist

3. Min's friend Toshiko has just graduated from university. He didn't know, so he didn't congratulate her. Toshiko felt quite sad. Now Min says, «_____».

- a) I should congratulate her b) I should have congratulated her
c) I could congratulate her d) Why I didn't congratulate her?

4. Yumi is a great translator and interpreter. In fact, she _____ three languages by the age of 19.

- a) could to speak b) can speak
c) spoken d) could speak

5. Josie couldn't go to the lecture because she _____.

- a) must study b) must have studied
c) had to study d) had to studying

6. Who was that gentleman we saw at the conference yesterday? I don't know. It _____ Alison's business partner.

- a) couldn't have been b) might have been
c) maybe d) might be

7. When Priscilla was a student, she _____ maths.

- a) used to reading b) used to read
c) reading d) used read

8. Yes, the report was good, but he _____ more attention to detail next time.

- a) should paid b) would rather pay
c) would rather have paid d) should pay

UNIT 9

METHODOLOGY OF THE SCIENTIFIC PAPER

Vocabulary

Translate into Ukrainian:

to allow		justification	
to explain		criteria	
reliability		to outline	

validity		overall	
to include		participants	
to select		data	
rationale		to identify	
generally		numerical measurement	
to investigate		to measure	
patterns		to rank	

Pre-reading task.

1. What methodological approaches do you know?
2. Which methodological approach are you going to use in your scientific work?

Task I. Read and translate the text.

How to write a research methodology

In your thesis or dissertation, you will have to discuss the methods you used to do your research. The methodology or methods section explains what you did and how you did it, allowing readers to evaluate the reliability and validity of the research. It should include:

- the type of research you did;
- how you collected and/or selected your data;
- how you analyzed your data;
- any tools or materials you used in the research;
- your rationale for choosing these methods.

The methodology section should generally be written in the past tense.

Step 1: Explain your methodological approach

Begin by introducing your overall approach to the research. What research problem or question did you investigate, and what kind of data did you need to answer it?

- Quantitative methods (e. g. surveys) are best for measuring, ranking, categorizing, identifying patterns and making generalizations.
- Qualitative methods (e. g. interviews) are best for describing, interpreting, contextualizing, and gaining in-depth insight into specific concepts or phenomena.
- Mixed methods allow for a combination of numerical measurement and in-depth exploration.

Depending on your discipline and approach, you might also begin with a discussion of the rationale and assumptions underpinning your methodology.

- Was your aim to address a practical or a theoretical research problem?
- Why is it the most suitable approach to answering your research questions?
- Is this a standard methodology in your field or does it require justification?

- Were there any ethical or philosophical considerations?
- What are the criteria for validity and reliability in this type of research?

Step 2: Describe your methods of data collection

Once you have introduced your overall methodological approach, you should give full details of the methods you used to conduct the research. Outline the tools, procedures and materials you used to gather data, and the criteria you used to select participants or sources.

Quantitative methods:

Surveys. Describe where, when and how the survey was conducted.

- How did you design the questions and what form did they take (e. g. multiple choice, rating scale)?
- How did you find and select participants?
- Did you conduct surveys by phone, mail, online or in person, and how long did participants have to respond?
- What was the sample size and response rate?

You might want to include the full questionnaire as an appendix so that your reader can see exactly what data was collected.

Experiment. Give full details of the tools, techniques and procedures you used to conduct the experiment.

- How did you design the experiment (e. g. between-subjects or within-subjects)?
- How did you find and select participants?
- What tools or technologies did you use in the experiment?

In experimental research, it is especially important to give enough detail for another researcher to reproduce your results.

Existing data. Explain how you gathered and selected material (such as publications or archival data) for inclusion in your analysis.

- Where did you source the material?
- How was the data originally produced?
- What criteria did you use to select material (e. g. date range)?

Qualitative methods:

Interviews or focus groups. Describe where, when and how the interviews were conducted.

- How did you find and select participants?
- How many people took part?
- What form did the interviews take (structured, semi-structured, unstructured)?
- How long were the interviews and how were they recorded?

Participant observation. Describe where, when and how you conducted the observation.

- What group or community did you observe and how did you gain access to them?
- How long did you spend conducting the research and where was it located?

- How did you record your data (e. g. audiovisual recordings, note-taking)?

Existing data. Explain how you selected case study materials (such as texts or images) for the focus of your analysis.

- What type of materials did you analyze?
- How did you collect and select them?

Step 3: Describe your methods of analysis

Next, you should indicate how you processed and analyzed the data. Avoid going into too much detail—you should not start presenting or discussing any of your results at this stage.

Quantitative methods. In quantitative research, your analysis will be based on numbers. In the methods section you might include:

- How you prepared the data before analyzing it (e. g. checking for missing data, removing outliers, transforming variables).
- Which software you used to analyze the data (e. g. SPSS or Stata).
- Which statistical methods you used (e. g. regression analysis).

Qualitative methods. In qualitative research, your analysis will be based on language, images and observations. Methods might include:

- Content analysis coding and categorizing themes and ideas.
- Narrative analysis: looking at storytelling structures and tropes and interpreting their meaning.
- Discourse analysis: looking at communication and meaning (including language, images, and nonverbal interactions) in relation to their social context.

Step 4: Evaluate and justify your methodological choices

Your methodology should make the case for why you chose these particular methods, especially if you did not take the most standard approach to your topic. Discuss why other methods were not suitable for your objectives, and show how this approach contributes new knowledge or understanding.

Tips for writing a strong methodology. Remember that your aim is not just to describe your methods, but to show how and why you applied them and to demonstrate that your research was rigorously conducted.

Focus on your objectives and research questions. The methodology section should clearly show why your methods suit your objectives and convince the reader that you chose the best possible approach to answering your problem statement and research questions. Throughout the section, relate your choices back to the central purpose of your dissertation.

Cite relevant sources. Your methodology can be strengthened by reference to existing research in the field, either to:

- a) Confirm that you followed established practices for this type of research;
- b) Discuss how you evaluated different methodologies and decided on your approach;
- c) Show that you took a novel methodological approach to address a gap in the literature.

Write for your audience. Consider how much information you need to give, and don't go into unnecessary detail. If you are using methods that are standard for your discipline, you probably don't need to give lots of background or justification. But if you take an approach that is less common in your field, you might need to explain and justify your methodological choices. In either case, your methodology should be a clear, well-structured text that makes an argument for your approach, not just a list of technical details and procedures.

Discuss obstacles. If you encountered difficulties in collecting or analyzing data, explain how you dealt with them. Show how you minimized the impact of any unexpected obstacles. Pre-empt any major critiques of your approach and demonstrate that you made the research as rigorous as possible.

URL: <https://www.scribbr.com/dissertation/methodology/>

Task II. What are the tips for writing a strong methodology? Evaluate them in order of importance (1 = the most relevant tip) and explain your choices:

1. _____
2. _____
3. _____
4. _____

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. Use this words from the box to complete the sentences:

<i>problem</i>	<i>conclusions</i>	<i>research</i>	<i>specifics</i>
<i>introduction</i>	<i>conclusion</i>	<i>plot</i>	<i>set</i>

The most difficult aspect of writing introductions is explaining what you are going to do in a way that marks it out as an important piece of research, so that you engage the interest of the reader, without revealing the whole _____. The best way of achieving this is to start with a general description outlining clearly

and simply your research _____, the general question and sub-questions that you are going to address. Then, move to the _____. Explain what you'll be doing to meet these objectives and what you think you might find, without anticipating your _____. A thesis often starts out with a _____ of objectives which then change and evolve along the way. So synchronise your _____ with your conclusion by suggesting what you provisionally expect to be the conclusions. This way you highlight the genuine exploratory nature of your _____. It means you won't be able to finish writing your introduction until you know what's going into the _____, otherwise you may find that you have raised issues in the conclusion that you hadn't predicted in the introduction.

Grammar

Exercise 1. Conditional sentences: type 1.

Put the verbs in brackets into the correct tenses.

1. Ice (**turn**) _____ to water if you heat it.
2. If the house (**burn**) _____ down we can claim compensation.
3. If you (**not like**) _____ this one I'll bring you another.
4. Unless you are more careful you _____ (**have**) an accident.
5. Tell him to ring me up if you _____ (**see**) him.
6. If I tell you a secret, (you, **promise**) _____ not to tell it to anyone else?
7. If you (**not believe**) _____ what I say, ask your mother.
8. If he (**like**) _____ the house, will he buy it?
9. She won't open the door unless she (**know**) _____ who it is.
10. Unless I have a quiet room I (**not be able**) _____ to do any work.

Exercise 2. Conditional sentences: type 2.

Put the verbs in brackets into the correct tenses.

1. If you drove your car into the river (you, **be able**) _____ to get out?
2. If you (**not belong**) _____ to a union you couldn't get a job.
3. If I (**win**) _____ a big prize in a lottery I'd give up my job.
4. What you (**do**) _____ if you found a burglar in your house?
5. I could tell you what this means if I _____ (**know**) Greek.
6. He might get fat if he (**stop**) _____ smoking.
7. If you (**see**) _____ someone drowning, what would you do?
8. I (**be**) _____ ruined if I bought her everything she asked for.
9. If you slept under a mosquito net, you (**not be**) _____ bitten so often.
10. I could get a job easily if I (**have**) _____ a degree.
11. If we had more rain, our crops (**grow**) _____ faster.

12. The whole machine would fall to pieces if you (**remove**) _____ that screw.

13. If they (**ban**) _____ the sale of alcohol at football matches, there might be less violence.

14. What would you do if the lift (**get**) _____ stuck between two floors?

15. If you knew you had only six weeks to live, how you (**spend**) _____ those six weeks?

Exercise 3. Conditional sentences: type 3.

Put the verbs in brackets into the correct tenses.

1. I shouldn't have believed it if I (**not see**) _____ it with my own eyes.

2. If he had slipped, he (**fall**) _____ 500 metres.

3. If you had left that wasp alone, it (**not sting**) _____ you.

4. If I (**realise**) _____ what a bad driver you were, I wouldn't have come with you.

5. If I had realised that the traffic lights were red, I (**stop**) _____

6. If you had told me that he never paid his debts, I (**not lend**) _____ him the money.

7. If you (**not sneeze**) _____, he wouldn't have known that we were there.

8. The hens (**not get**) _____ into the house if you had shut the door.

9. If I (**try**) _____ again, I think that I would have succeeded.

10. You (**not get**) _____ into trouble if you had obeyed my instructions.

11. If you hadn't been in such a hurry, you (**not put**) _____ sugar into the sauce instead of salt.

12. If she had listened to my directions, she (**not turn**) _____ down the wrong street.

13. If you (**look**) _____ at the engine for a moment, you would have seen what was missing.

14. He would have been arrested if he (**try**) _____ to leave the country.

15. I (**take**) _____ a taxi if I had realized that it was such a long way.

Exercise 4. Put the verbs in brackets in the correct tense to make conditionals.

1. If he _____ early today, I won't wait for him. (**not come**)

2. I _____ to Bahamas if I get much money. (**go**)

3. If you see her, _____ her to come. (**tell**)

4. What will you do if you _____ your passport? (**lose**)

5. Stay at home if you _____ to come. (**not want**)

6. If you _____ your driving exam, you _____ to Wales last summer. (**pass/drive**)

7. If you _____ the flowers, they _____. (**not water/die**)
8. Peter _____ money if he _____ a job. (**earn/have**)
9. If I _____, I _____ you, but I forgot. (**remember/telephone**)
10. I _____ an ambulance if I _____ an accident. (**call/see**)
11. If you _____ (**sit**) down, I _____ (**tell**) the teacher that you are here.
12. If I _____ (**be**) you, I _____ (**study**) harder.
13. He _____ (**come**) if he _____ (**have**) time, but he didn't.
14. He _____ (**kill**) a man if he _____ (**know**) the truth.
15. If she _____ (**come**), _____ (**tell**) her that I want to see her.
16. They might be angry if we _____ to their party next week. (**not go**)
17. If the examiner had read the passage more slowly, the candidates _____ it. (**understand**)
18. They could get lost if they _____ a road map. (**not have**)
19. He would have won the prize if he _____ harder, but he didn't. (**try**)
20. If she had told me the truth, I _____ her (**forgive**)
21. I'll collect the papers if you _____. (**finish**)
22. The man said he _____ me unless I told him where the money was. (**hit**)
23. I _____ a map for her in case she couldn't find our house. (**draw**)
24. I can't understand why he's late unless he _____ our message. (**not get**)
25. In case they _____ my first letter I wrote them a second one. (**not receive**)
26. If I found 100 pounds in the street, I _____ it. (**keep**)
27. They'd be rather angry if you _____ them. (**not visit**)
28. If I had been offered the job, I think I _____ it. (**take**)
29. I'm sure Tom will lend you some money. I would be very surprised if he _____. (**refuse**)
30. Many people would be out of work if that factory _____ down. (**close**)
31. If she sold her car, She _____ much money for it. (**not get**)
32. They're expecting us. They would be disappointed if we _____. (**not come**)
33. Would George be angry if I _____ his bike without asking? (**take**)
34. Ann gave me this ring. She _____ terribly sorry if I lost it. (**be**)
35. If someone _____ in here with a gun, I'd be frightened. (**walk**)

36. What would have happened if you _____ to work yesterday? (**not go**)
37. I'm sure she _____ if you had explained the situation to her. (**understand**)
38. What would you do if a millionaire _____ you to marry him/her? (**ask**)
39. What would you do if you _____ your passport in a foreign country? (**lose**)
40. What would you do if someone _____ an egg at you? (**throw**)
41. If I went to bed now, I _____. (**not sleep**)
42. If she _____ for the job, she would have got it. (**apply**)
43. If I _____ her number, I would telephone her. (**know**)
44. I _____ that coat if I were you. (**not buy**)
45. I _____ you a cigarette if I had one but I haven't. (**give**)
46. This soup would taste better if it _____ more salt in it. (**have**)
47. If you _____ to bed so late every night, you wouldn't be so tired all the time. (**not go**)
48. I wouldn't mind living in England if the weather _____ better. (**be**)
49. I'd help you if I _____ but I'm afraid I can't. (**can**)
50. If I were you, I _____ him. (**not marry**)

Exercise 5. Complete the sentences.

If he had taken my advice ...

If you ate less ...

We'll send for the doctor ...

If she practised more ...

If there isn't enough wine in the bottle ...

If you had checked the petrol before we started ...

UNIT 10

TERMINOLOGY

Vocabulary

Translate into Ukrainian:

to develop		scholar	
to evolve		to label	
rapid progress		terminological units	
diversity		monosematic	
alarmed		polysemantic	

to take shape		a lexicon	
to require		quasisynonyms	
to underscore		approximately	
a domain		to generate	
a formal register		standardization	

Pre-reading task.

1. Will your research break new ground?
2. Are there any practical difficulties involved that you need to consider? Can the sources (documents, literature, people etc.) be easily accessed?
3. Are there any ethical issues you need to deal with?

Task I. Read and translate the text.

Theories of terminology – Past and Present

While technologies were developing in the 18th and 19th centuries, the proliferation of terms and their diversity alarmed scientists. In the 20th century, engineers and technicians became involved. Rapid progress of technology required agreement on which terms to employ. Terminology, as we understand it today, first began to take shape in the 1930s. Three scholars are the intellectual fathers of terminological theory:

- Alfred Schlomann, the first one who considered the systematic nature of special terms;
- E. Dresen, a Russian, a pioneer who underscored the importance of standardization;
- J. E. Holmstrom, the English scholar from UNESCO, who was instrumental in disseminating terminologies on an international scale.

Traditionally, a term is an autonomous monosemantic language unit. Its meaning is independent from the context. Now there are new ideas about what a term is, e. g., a certain degree of synonymy is accepted and phraseology is added to the study of terminological units. Terminological units differ from lexical units with respect to their semantic and pragmatic dimensions. Terminological units are units of special meaning and any lexical unit would have the potential of being a terminological unit. Communication uses terminological units in the function of representing knowledge and labeling the nodes of knowledge corresponding to the concepts of special subjects. The aim of this type of representation is to favor a common language in communication among experts. Special communication, marked for topic or domain, produced in professional situations, uses a formal register. Scientific and technical communication realized by special languages differs from the texts used in general communication in three respects:

- semantically, they are concise, precise and not personalized;

- the lexicon has a predominant role, especially the quantitative and qualitative properties of nominalizations;
- formally, texts are highly elaborated and, in some disciplines, elements of other symbolic and semiotic systems are integrated into the text. In accord with the characteristics of special communication, the main properties of terms are precision, emotional neutrality, stability, and monosemic nature.

However, polysemy becomes frequent because scholars extend the meaning of a previously existing word to name a new thing. In this way, polysemy allows to increase the number of named concepts without enlarging a lexicon or terminology. A word can have several meanings in the standard register and more meanings in one or several specialized fields. Terminology will only consider the specialized meanings. In a general dictionary all the meanings of a word are included, while in a terminological dictionary only the meanings related to the subject are included, omitting the rest. Two terms are synonyms when their meanings are similar or the same. Some authors make the difference between «synonyms» (exact meaning) and «quasisynonyms» (approximate meaning). Two terms with same or similar meaning, as in the case of polysemy, is a fact contrary to the alleged precision of terms and may lead to ambiguity in a specialized discourse. Synonyms are generated in several ways:

- When research begins, it is necessary to name the new referents (objects, ideas). It is possible that this task is being developed simultaneously in different places, so a series of synonyms is generated.
- The standardization of terminologies leads to the revision of nomenclatures, which forces the scientists to update the lists of names. Therefore, for a duration of time, there will be dictionaries with the old names and the new names to represent the same concepts.
- Sometimes a language is contaminated with unnecessary loans and calques from other languages, which societies have an important technological and cultural influence (currently American English).

Terms become completely meaningful when they are inserted in a text with the purpose of establishing communication. The author of such a text uses each term with a specific meaning, a sole meaning. There may be a certain grade of imprecision, but a term in a context is thought much more precise than a single word.

URL: [http://www.phil.muni.cz/plonedata/wkaa/BSE/BSE%202010-36-1/BSE%202010-36-1%20\(123-134\)%20Sageder.pdf](http://www.phil.muni.cz/plonedata/wkaa/BSE/BSE%202010-36-1/BSE%202010-36-1%20(123-134)%20Sageder.pdf)

Task II. Answer the questions to the text:

1. When did terminology as a branch of science start to develop?
2. Who are the forefathers of the terminological theory? How instrumental was each of them?
3. What are the main properties of a term?
4. How different are terminological units and lexical units?
5. What is the register of special communication?
6. How different are special and general texts?

7. What are the reasons for polysemy in specialized discourse?

8. How important is a context for understanding a term?

Make up 10 questions to the text:

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

Task III. Use these words from the box to complete the sentences:

<i>patterns</i>	<i>snapshot</i>	<i>uses</i>	<i>ways</i>	<i>data</i>	<i>meaning</i>
-----------------	-----------------	-------------	-------------	-------------	----------------

Many of the most significant breakthroughs in our understanding have come about not because researchers have new or better _____, but because of the quality of their thinking and the type of concepts they create. You need the ability to analyse concepts and, out of them, create new _____, through which you look at the world and organize your information about it. The first step is to realize that words have more than one _____, depending on the context and purpose for which they are used. So, we are concerned about their actual and possible _____. If we were to look up their meaning in a dictionary, we would find just somebody's picture of what they mean in a particular context, or a mere _____, a still in the moving reel of images, which records how the concept has changed and is still changing. Your task, therefore, in analyzing a concept is to map out all the different _____ in which it is used.

Task IV. Translate the abstract into Ukrainian.

Risk-on/Risk-off: Financial market response to investor fear Original Research
Article L. A. Smales

Abstract

This paper examines the relationship between changes in the level of investor fear (measured by VIX) and financial market returns. We document a statistically significant relationship, across asset classes, consistent with a flight to quality as investor fear increases. As VIX increase there is a decline in stock markets, bond yields, and high-yielding currencies (AUD and NZD), while the USD appreciates. Returns become more sensitive to changes in the level of investor fear during the financial crisis of 2008–09, when investor fear spikes sharply. Analysis of market returns subsequent to periods of extreme levels of investor fear suggests some predictive ability for future returns, and it is suggested that this may be used to devel-

op a profitable trading strategy. Taken together, the results confirm that financial market returns are closely related to prevailing levels of investor fear.

Read the text below and singe out as many terms or terminological units as you can. State the reasons why you think these words are terms or terminological units. Try to give definitions for them.

Multiple Regression Analysis

Stepwise multiple regression will be used to ascertain the degree to which the integration of West African immigrants in Barcelona explains variation in transnational behavior. The order in which variables are entered into the regression model will depend on the bivariate correlation between each variable and the dependent variable, transnational behavior (Huck 2000). The other variables that will be incorporated in the stepwise regression model are the type of social ties existing in the home country, the length of residence in Spain, and occupation demanding cross-border movements. The type of social ties immigrants have in the home country will be measured using a Likert-type scale representing a spectrum of ties, from immediate familial ties, to business-related connections, political ties, civic-based associations, and cultural linkages (Basch et al. 1994; Itzigsohn et al. 1999; Levitt 2001). Length of residence in Spain is an interval variable. Occupations requiring cross-border movements will be represented as a dichotomous variable. SPSS software will be used to perform the stepwise regression analysis.

Now study an article from your field of knowledge. Choose terms or terminological units. Explain their meanings and say what properties make them terms.

Grammar

Exercise 1. Rewrite the sentences as in the model. Use might, must, can't and could with perfect infinitives.

Example. I'm sure their parents were very strict. **Their parents must have been very strict.**

1. It's possible that Lucy told her parents the truth.

Lucy might _____

2. It's possible that Nick missed the bus.

Nick could _____

3. I'm certain that Ben borrowed his mother's car.

Ben _____

4. It's not possible that you've finished revising for the test.

You _____

5. Perhaps Kate went to a different club.

Kate _____

6. I'm sure they knew what happened at the party.

They _____

Exercise 2. Rewrite the sentences. Use must, can't and could with perfect infinitives:

Example. Emma's got her exam results and she looks happy. She **must have passed** the exam.

1. Peter got good marks in the test.

He _____ hard.

2. They arranged to meet in a bar but she wasn't there.

She _____ the wrong bar.

3. Lisa went to a party but she came home early.

It _____ a very good party.

4. Chris and Holly went to a club together but Holly left on her own.

They _____ an argument.

5. I'm not sure whether she's still here.

I think she _____ home.

UNIT 11

REQUIREMENTS FOR WRITING A SCIENTIFIC ARTICLE

Vocabulary

Translate into Ukrainian:

unique		to complete	
reason		reviewers	
investigators		guidelines	
to publish		to consider	
a substitute		to edit	
to consult		high-impact journal	
to contribute		extensive research	
along the way		approval	
to note		actually	
an endpoint		commonplace	

Pre-reading task.

1. In your opinion, what are the three main requirements for writing and publishing an article?

2. Have you ever published an article? What difficulties have you faced? If not, what difficulties, do you believe you might have trying to publish one?

Task I. Read and translate the text.

How to write and publish an academic research paper

1. The research paper topic should be unique and there should be a logical reason to study it.
2. Do your homework. Make sure you know what investigators in your field and other fields have published on the topic (or similar topics). There is no substitute for a good literature review before jumping into a new project.
3. Take the time to plan your experimental design. As a general rule, more time should be devoted to planning your study than to actually performing the experiments (though there are some exceptions, such as time-course studies with lengthy time points). Rushing into the hands-on work without properly designing the study is a common mistake made by the young researchers.
4. When designing your experiment, choose your materials wisely. Look to the literature to see what others have used.
5. Get help. If you are performing research techniques for the first time, be sure to consult an experienced friend or colleague. Rookie mistakes are commonplace in academic research and lead to wasted time and resources.
6. Know what you want to study, WHY you want to study it, and how your results will contribute to the current pool of knowledge for the subject.
7. Be able to clearly state a hypothesis before starting your work. Focus your efforts on researching this hypothesis. All too often people start a project and are taken adrift by new ideas that come along the way. While ideas are good to note, be sure to keep your focus.
8. Along with keeping focus, know your experimental endpoints. Sometimes data collection goes smoothly and you want to dig deeper and deeper into the subject. If you want to keep digging deeper, do it with a follow-up study.
9. Keep in mind where you might like to publish your study. If you are aiming for a high-impact journal, you may need to do extensive research and data collection. If your goal is to publish in a lower-tier journal, your research plan may be very different.
10. If your study requires approval by a review board or ethics committee, be sure to get the documentation as needed. Journals will often require that you provide such information.
11. Read and follow ALL of the guidelines for manuscript preparation listed for an individual journal. Most journals have very specific formatting and style guidelines for the text body, abstract, images, tables, and references.
13. HYPOTHESIS: be sure to have one and state it clearly. This is, after all, why you are doing the research.
14. Write as though your work is meaningful and important. If you don't, people will not perceive it as meaningful and important.
15. Use an external peer review service (available through JournalPrep.com) to get your manuscript reviewed prior to submission. Rapid and expert peer reviews,

before you submit, may significantly increase your odds of getting your manuscript accepted for publication.

16. Critique your own work. Look for areas that reviewers might spot as weaknesses and either correct these areas or comment on them in your manuscript, leaving reviewers with fewer options for negative criticisms.

17. Always present the study as a finished piece of work (although you may suggest future directions). Otherwise, you can be sure reviewers will suggest additional research.

18. Be painstaking. Be thorough and patient with several rounds of editing of your work while considering all the tiny details of the specifications requested by the journal. It will pay off in the end.

19. Focus. If you have a hypothesis to develop, be consistent to the end. Have substantial and convincing evidence to prove your theories. Brainstorm your ideas and have a definite direction mapped out before beginning to write an article.

20. Write in a precise and accurate way. Avoid long sentences; the reader may find them difficult to follow.

21. Team-like spirit is an important attribute that contributes to successful publishing. Welcome advice from those around you with potentially valuable input. No matter how competent you feel, having your work seen through a different lens may help to spot flaws that you were unable to identify.

22. As a final step, after completing your research paper, edit, edit, edit. You need to identify and correct any and all mistakes that you may have made.

23. Short papers are more likely to be read than long ones.

24. Select a descriptive title. Flash and puns are rarely as appealing as they may seem at first. You are better off going simple and descriptive. This will also help you get cited.

25. Focus on the information the readers require when following your experiment, modeling description, or data analysis instead of overloading them with details that might have been important during the study but are irrelevant for them.

26. Your paper should advance a particular line of research. It does not need to answer every remaining question about the topic.

27. If you present your work at an academic conference prior to submitting it for publication, get constructive criticisms from as many potential reviewers as possible.

28. Make sure your paper reads well. A bunch of choppy, simple sentences, while grammatically correct, is unpleasant to read.

29. Clear, concise, and grammatically correct English.

30. Non-native English speakers should ALWAYS try to arrange for a review by a native speaker. If you know someone with excellent proofreading skills and a general knowledge about your research discipline (ex. Biological Sciences), ask them to help you out. If you don't know someone who meets these criteria, use a professional editing service such as that offered at JournalPrep.com. You will save yourself from a great deal of frustration and lost time.

31. Show friends and colleagues your work, including those in different fields of research. Get as much feedback as you can before you submit.

32. The body of the paper supports the central idea and must show a thoughtful, comprehensive study of the research topic; it should be clearly written and easy to follow. It generally includes three main parts: 1) Methodology, 2) Results & Data Analysis, and 3) Discussion.

33. When referencing other papers, do not simply reference work in the same way other papers have. If paper X says that paper Y showed a specific result, check for yourself to ensure that this is true before saying the same thing in your own manuscript. The number of reputable authors who misunderstand their colleagues' findings is shocking.

34. If you are in the process of running a follow-up experiment, write your manuscript in such a way that it begs for that experiment. When reviewers respond and request it you will already.

URL: [https://www.wlc.edu/uploadedFiles/Content/Academics/ Student_Success_Center/ResearchPaper.pdf](https://www.wlc.edu/uploadedFiles/Content/Academics/Student_Success_Center/ResearchPaper.pdf)

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

1. As a general rule, more time should be devoted to planning your study than to actually performing the experiments (though there are some exceptions, such as time-course studies with lengthy time points).

2. If you are aiming for a high-impact journal, you may need to do extensive research and data collection.

3. Do not show friends and colleagues your work, including those in different fields of research, they may still your research.

4. No matter how competent you feel, having your work seen through a different lens may help to spot flaws that you were unable to identify.

5. Focus on the information the readers require when following your experiment, modeling description, or data analysis instead of overloading them with details that might have been important during the study but are irrelevant for them.

6. A bunch of choppy, simple sentences, even grammatically correct, is unpleasant to read.

7. When referencing other papers, do not simply reference work in the same way other papers have.

Task III. Make up 10 questions to the text:

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

9. _____
10. _____

Task IV. Use these words from the box to complete the sentences:

<i>quotation evidence dissertation references sources</i>

The dilemma we all face is how to describe and demonstrate our broad understanding of the background of our research and the debates that dominate our subject, while only using _____ that bear directly on the specific issues raised by our research. We must check that every source and every _____ we use adds something to our research and answers our questions. So use just those _____ that relate to your dissertation and be ruthless in only letting in what is centrally relevant. Your main purpose is to create a coherent _____, in which everything is related and performs a clear, well-conceived role. For this you will need to have a clear idea of the research question that you are researching and the sub-questions that define the sort of _____ you will need to find to settle it one way or the other.

Grammar

Exercise 1. Underline the emphatic structure in the sentences. Translate the sentences into Ukrainian:

1. Magnetism neither increased nor decreased speed to any appreciable extent, but it did cause the electron to change its path.
2. Not only do bodies radiate energy, but whenever radiant energy falls on the surface of a body, some of the energy is absorbed and the remainder is reflected.
3. In practice very small currents do flow in the grid circuit.
4. We were discussing so far what happens to a body when forces do not act on it. Let us now consider what happens when forces do act on it.
5. We did make those experiments on recording video-signals successfully.
6. This field does not affect the forward motion of the electrons but does act upon the transverse motion.
7. Shown on the photo are various configurations of the company's universal d. c. power source.
8. Surrounding this nucleus are electrons, the actual number depending upon the atom being considered.
9. Included in the table are currents calculated on the supposition that the entire effect is due to ionization by collision of negative ions only.
10. Of great significance, however, is the fact that a few of particles are deflected through large angles.
11. Proportional to the flux density is the beam deflection.
12. Attracted toward the positive electrode is the beam as it moves through the deflection system.
13. Inserted between a cathode and accelerator is an additional electrode known as the control electrode.

14. The Moon having no atmosphere, there can be no wind; neither can there be any noise, for sound is carried by the air.

15. It is these special properties of sound that are the subject of the present chapter.

16. It was not until Einstein discovered the connection between gravitation and inertia that the mystery Newton could not understand was solved.

17. Incomplete though these figures are, they give more information in several respects than it has before been available.

18. It was not until Faraday did his experiments that the close relationship between electricity and magnetism was demonstrated.

19. It is in industrial technology and scientific development that electronic devices contributed greatly.

20. It is electrical engineering that deals with all kinds of electrical instruments and devices.

21. It is an input unit that accepts information from outside the computer.

22. It is just energy which the atom yields up that is held to account for the radiation.

Exercise 2. Read the information in the box then complete the replies. Each reply must contain a cleft sentence.

Nick turned up late for work on Monday because he got stuck in a traffic jam on the ring road. Luckily Nick has a mobile phone so he was able to phone his boss and warn her that he would be late. She was furious but managed to reschedule an important meeting for the afternoon.

1. Nick was late because he overslept, wasn't he?

No, it _____ that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what _____ call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, _____ that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she _____ the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it _____ got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't «a little annoyed».

What _____!

For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.

1. We just need 5 minutes to fix it. ALL

2. I'm not questioning his dedication. ISN'T

3. These men are totally ruthless. WHAT

4. We inherited everything except the house. ONLY THING

5. You know the sales assistant told me exactly the same thing. THAT'S

6. We're taking the au-pair with us. DOING

UNIT 12

RENDERING OF AN ARTICLE

Useful tips and vocabulary for rendering of an article

1. «The Turkish News» dated the 10th of May carries (presents) an article (news story) headlined ...
2. The article (the news story) deals with ... (concentrates around) ...
The article is devoted to ...
3. The article discusses that ...
The news story expresses the view that ...
4. The article concentrates on ...
The news story focuses the readers' attention on ...
5. The article highlights ...
The article stresses ...
The article criticizes ...
The article sums up ...
6. The article under review is the main front page story.
The article under review is the main front page review.
7. The major news story dominates the front page.
8. It should be noted that ...
9. Here is a front page review of the Morning Star dated to the 10th of May.
10. The biggest (main) story is about ...
11. The news about ... gets the biggest headline.
The news about ... is given much prominence.
The news about ... is given in splash headline.
12. Another major story is about ...
13. The editorial is headlined ...
14. The paper carries a lot of comment on ...

15. The article blames smb. for smth. (for doing smth.)
16. There is mounting concern ...
 There is mounting tension ...
 There is growing danger ...
 There is growing excitement over ...
17. There is every reason to believe that ...
18. There is much speculation as to whether or not (smb will do smth).
19. It is an open secret that...
20. It's hard to predict the course of events in (the) future but there is some evidence of the improvement of the situation in ...
21. In this connection (respect) it's worthwhile mentioning the fact that ...
22. Mention should be made on the fact that ...
23. The reporter (correspondent) gives no details as to ...
24. I'd like to offer some latest information ...
25. That brings me to the end.
 That seems to be all I wanted to tell you.
26. The article reveals ...
27. In vigorous terms ...
28. The page is entirely foreign.
 The page is entirely domestic.
29. The article makes it clear that ...
30. The article calls for (demands) ...
31. The article calls upon ...
32. The biggest talking point in today's issue is ...
33. The issue monopolizes the newspaper.
34. To voice confidence; to voice concern; to voice support

Rendering of an article

The plan for rendering the text	Some expressions to be used while rendering the text
1. The title of the article	The article under review is from the newspaper («The Day») ... entitled as «_____» ... is headlined as «_____» The headline of the article I have read is ...
2. The author of the article; where and when the article was published	The author of the article is ... The article is written by... It is (was) published in ... It is (was) printed in ...

3. The main idea of the article	The main idea of the article is ... The article is about ... The article is devoted to ... The article deals with ... The article touches upon ... The article dwells upon ... The aim of the article is to give the reader some information on ... The aim of the article is to provide the reader with some material (data) on ... The article discusses the view that ... The article expresses the view that ... The article is addressed to ... The article focuses on ... The article concentrates around ... The article reviews ... The article strongly criticizes ... The article comes out against ... The article comes out in support ... The article emphasizes ...
4. The contents of the article (some facts, names, figures)	a) The author starts by telling the readers about or: The author starts by telling the readers that ... b) The author writes that ... The author states that ... The author stresses that ... The author points out that ... c) According to the text ... Further the author reports that ... Further the author says that ... The article goes on to say that ... d) In conclusion the article says ... The author comes to the conclusion that ... To sum it up ...

5. Your opinion of the article	The author concludes that ... The author makes the conclusion that ... The author draws the conclusion that ... The author reaches the conclusion that ... The author leads to the conclusion that ... The author makes it possible to conclude that ... From the result it is concluded that ... It may be noted that ... It may be stated that ... Therefore ... Consequently ... As a result ... I find/found the article interesting ... I find/found the article important ... I find/found the article dull ... I find/found the article of no value ... I find/found the article too hard to understand...
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Render the article.

OBAMA'S DIPLOMATIC OPPORTUNITY

President Obama is approaching one of those moments when a big turn in foreign policy is possible. People can debate whether it's the equivalent of the opening to China or the end of the Cold War, but there's no doubt that this is a time of opportunity – and that, as the old English proverb put it, «there's many a slip twixt cup and lip.» What was unthinkable only a few months ago with Iran and Syria now appears to be in motion. On Iran, Obama has talked directly with President Hassan Rouhani about quickly negotiating a deal to limit the Iranian nuclear program. On Syria, the United States and Russia have agreed on a U. N. plan to destroy President Bashar al-Assad's stockpile of chemical weapons.

Because this diplomacy engages countries that have been our adversaries, some observers see signs of American weakness or even capitulation. They're mistaken. The United States will be stronger if it can create a new framework for security in the Middle East that involves Iran and defuses the Sunni-Shiite sectarian conflict threatening the region. But change frightens people, especially when it's being pushed by a president who is perceived as weak at home and abroad.

Tactical finesse matters in big strategic moments like this. That's one lesson I take from the way President Richard Nixon (with Henry Kissinger) shaped the

opening to China in the early 1970s and Presidents Ronald Reagan and George H.W. Bush (with Brent Scowcroft and James Baker) managed the end of the Cold War in the late 1980s. They made it look easy to alter policies and alignments that had been in place for generations.

To get around the corner with Iran, Obama will need a deal that verifies Iranian supreme leader Ali Khamenei's pledge not to build a bomb – and prevents any quick breakout capability. Iran will have to cap its level of uranium enrichment (at, say, 5 percent) and its stockpile of enriched material. These numbers must be low enough that Iran would need months to dash for a bomb – long enough that the United States and Israel would have strategic warning. In exchange, the West would accept Iran's right, in principle, to enrich. Regional coordination may be even more important with Syria. The Saudis and Qataris are still pumping money into a Syrian opposition that's dominated by jihadists. This is like filling a balloon with poison: foreign fighters are rushing to Syria to join the well-financed jihad. The path toward a more stable Syria passes through Geneva, with the negotiations for political transition being discussed now by the United States and Russia. If all parties can agree that Assad will not run again when his term concludes next year, the Syrian nightmare could begin to end. The moderate Syrian opposition needs to show that, in a post-Assad Syria, it could help maintain state institutions. A U. S. official needs to coordinate the overt and covert strands of policy and drive it toward Geneva.

Obama must communicate that the United States is reaching an inflection point: in the world that's ahead, Iran must temper its revolutionary dreams of 1979. What's around the corner is a new regional framework that accommodates the security needs of Iranians, Saudis, Israelis, Russians and Americans.

URL:http://www.washingtonpost.com/opinions/david-ignatius-obamas-diplomatic-opportunity/2013/10/04/787a6240-2d17-11e3-8ade-a1f23cda135e_story.tml?hpid=z3

Task I. Say whether the statements are True or False:

1. President Obama is on the brink of one of those moments when a big turn in foreign policy is possible.
2. On Syria, the United States and Russia have agreed on a U. N. plan to destroy President Bashar al-Assad's stockpile of nuclear weapons.
3. Some observers see signs of American weakness or even capitulation, because the countries the US are dealing with have been among the adversaries of the USA.
4. Change frightens people, especially when it's being pushed by a president who is not considered to be strong both at home and abroad.
5. The moderate Syrian opposition needs to demonstrate that, in a post-Assad Syria, it could help control state institutions.

Task II. Find synonyms:

foreign policy	_____	appear	_____
opportunity	_____	to limit	_____
to engage	_____	to perceive	_____
to verify	_____	alignments	_____
coordination	_____	moderate	_____
Maintain	_____	temper	_____

Task III. Give definitions to the words:

1. A big turn _____
2. To debate _____
3. A time of opportunity _____
4. There's many a slip twixt cup and lip _____
5. To negotiate _____
6. Nuclear program _____
7. Chemical weapons _____
8. Diplomacy _____
9. Adversary _____
10. Strategic moment _____
11. Political transition _____
12. To dominate _____
13. Poison _____
14. To communicate _____
15. Inflection point _____

Render the article.

**ELECTION BRINGS MORE LAWMAKERS OF MINORITY,
IMMIGRANT BACKGROUNDS TO GERMAN PARLIAMENT**

BERLIN – after an election filled with firsts, Cemile Giousouf says there's nothing contradictory about being a Muslim member of parliament from a political party that has the word «Christian» in its name. The new lawmakers, who include Germany's first two members of parliament of African descent, say that a country that has long had a troubled relationship with diversity is slowly becoming more inclusive.

The arrival of minority legislators will impact broader discussions of what it means to be German, with a debate over whether to allow dual citizenship sure to be a hot topic in coming years. German attitudes toward nationality tend to be much more rigid than in the United States, where hyphenated, dual identities are commonplace. Many of the new lawmakers say they are living proof that Germans can hold on to their roots – and that they plan to be an example for the rest of the

country. Giousouf said she wanted to ease restrictions on dual citizenship, which currently force Germans born with two citizenships to pick one when they turn 23. That has long been a source of alienation among people who are sometimes split between cultures but feel that broader German attitudes treat dual citizenship as a sign of disloyalty, Giousouf said. West German efforts in the 1960s and 1970s to recruit temporary «guest workers» from Turkey led to a sizable Turkish population in Germany. The government was slow to catch up to the reality that most of them were there to stay, and for decades denied citizenship to the German-born children of Turkish workers. Citizenship laws eased in 2000, but Germany's 3 million residents with Turkish roots have struggled to build political clout. Still, 11 parliament members with Turkish roots were elected last month, up from 5 in 2009.

Immigrant groups, experts and politicians also caution against getting too excited about the election results, noting that representation still lags far below the demographics of the country. Some skeptics point to lingering racism in the former East Germany, where members of the neo-Nazi National Democratic Party of Germany hold office in state parliaments. Diaby actually lost his district election and only made it into parliament within Germany's byzantine election system because his party had placed him high on a roster of candidates to take office without attachment to a particular electoral district.

«My personal judgment is that there is a huge shift within the big western cities in Germany», said Metin Hakverdi, 44, a lawyer and local Social Democratic politician from Hamburg who was elected to federal parliament for the first time. «Outside the big cities, at this point, I don't see any change at all».

Hakverdi's father emigrated from Turkey, and his mother is German. His campaign materials focus on bread-and-butter policies such as education and the economy, not on integration issues.

Nevertheless, he said, «We asked ourselves whether it was possible for someone with a Turkish last name to have the greatest number of votes. But I got elected.»

http://www.washingtonpost.com/world/election-brings-more-lawmakers-of-minority-immigrant-backgrounds-to-german-parliament/2013/10/05/aa169d7a-2ced-11e3-b141-298f46539716_story.html

Task I. Say whether the statements are True or False:

1. According to Cemile Giousouf there's nothing contradictory about being a Muslim member of the parliament from a political party that has the word «Christian» in its name.
2. Germany, the country that has long had a troubled relationship with diversity, now is slowly becoming more inclusive.
3. German attitudes toward nationality tend to be much more rigid than in the United States.
4. Giousouf said she never wanted to ease restrictions on dual citizenship.

5. Some skeptics point to lingering racism in the former East Germany, where members of the neo-Nazi National Democratic Party of Germany hold office in state parliaments.

Task II. Find synonyms:

contradictory	_____	lawmaker	_____
impact	_____	discussions	_____
Rigid	_____	currently	_____
temporary	_____	to deny	_____
nevertheless	_____	possible	_____
to struggle	_____	to ease	_____

Task III. Give definitions to the words:

1. An election _____
2. Member of Parliament _____
3. Political Party _____
4. Troubled relationship _____
5. Dual identities _____
6. Citizenship _____
7. Source of alienation _____
8. Sign of disloyalty _____
9. Residents _____
10. Political clout _____
11. To caution against _____
12. Attachment _____
13. Electoral district _____
14. Personal judgment _____
15. Bread-and-butter policies _____

Render the article.

LEONARDO DA VINCI'S GROUNDBREAKING ANATOMICAL SKETCHES

We tend to think of Leonardo da Vinci as a painter, even though he probably produced no more than 20 pictures before his death in 1519. Yet for long periods of his career, which lasted for nearly half a century, he was engrossed in all sorts of surprising pursuits, from stargazing and designing ingenious weaponry to overseeing a complex system of canals for Ludovico Maria Sforza, the ruling duke of Milan. During the course of his life, Leonardo filled thousands of pages of manuscript with dense doodles, diagrams, and swirling text, probing almost every conceivable topic. Not for nothing, then, is he often considered the archetypal Renaissance man: as the great British art historian Kenneth Clark put it, Leonardo was the most relentlessly curious person in history.

Yet according to *Leonardo da Vinci: The Mechanics of Man*, a new exhibition at the Edinburgh International Festival, one area of scientific Endeavour piqued Leonardo's curiosity arguably more than any other: human anatomy. But his ambitions to publish a comprehensive treatise on human anatomy persisted – and around two decades later, he returned to his otherwise unused notebook, which is now known as the Anatomical Manuscript B and is kept at the Royal Library at Windsor Castle. In it he made a number of pen-and-ink drawings recording his observations while dissecting an old man who had died in a hospital in Florence in the winter of 1507-08.

In the years that followed, Leonardo concentrated on human anatomy more systematically than ever before – and by the end of his life he claimed that he had cut up more than 30 corpses. Leonardo made many important discoveries. For instance, he produced the first accurate depiction of the human spine, while his notes documenting his dissection of the Florentine centenarian contain the earliest known description of cirrhosis of the liver. Yet arguably Leonardo's most brilliant scientific insights occurred after Marcantonio's death from the plague in 1511, when the great polymath fled political turmoil in Milan and took shelter in the family villa of his assistant Francesco Melzi, 15 miles (24km) east of the city. It was here that he became obsessed with understanding the structure of the heart. During his investigations, Leonardo discovered several extraordinary things about the heart. «Up until and after his time, because of course he never published, the heart was believed to be a two-chambered structure», Wells explains. «But Leonardo firmly stated that the heart has four chambers. According to Wells, Leonardo didn't fully understand the function of cardiac twist. «But everything starts somewhere», he says. Perhaps most impressive of all, though, were Leonardo's observations about the aortic valve, which he made while experimenting with an ox's heart. Intrigued by the way that the aortic valve opens and closes to ensure blood flows in one direction, Leonardo set about constructing a model by filling a bovine heart with wax. Once the wax had hardened, he recreated the structure in glass, and then pumped a mixture of grass seeds suspended in water through it. This allowed him to observe little vortices as the seeds swirled around in the widening at the root of the aorta. As a result, Leonardo correctly posited that these vortices helped to close the aortic valve.

URL:<http://www.bbc.com/culture/story/20130828-leonardo-da-vinci-the-anatomist>

Task I. Say whether the statements are True or False:

1. We think of Leonardo da Vinci as a painter, mostly because he probably produced more than 200 pictures before his death in 1519.
2. During the course of his life, Leonardo filled thousands of pages of manuscript with dense doodles, diagrams, and swirling text, probing almost every conceivable topic.
3. In his later life Leonardo concentrated on human anatomy more systematically than ever before – and by the end of his life he claimed that he had cut up more than 30 corpses.

4. Leonardo made no important discoveries.
5. During his investigations, Leonardo discovered several extraordinary things about the heart.

Task II. Find the synonyms to the following words:

painter	_____	pursuits	_____
ingenious	_____	complex system	_____
stargazing	_____	conceivable	_____
to be considered	_____	relentlessly	_____
to concentrate	_____	discovery	_____
shelter	_____	extraordinary	_____

Task III. Give definitions to the words:

1. Career _____
2. To be engrossed in _____
3. Manuscript _____
4. Dense doodles _____
5. Swirling text _____
6. Comprehensive treatise _____
7. Observations _____
8. Accurate depiction _____
9. Dissection _____
10. Investigations _____
11. Two-chambered structure _____
12. Cardiac twist _____
13. Aortic valve _____
14. Vortices _____
15. To suspend _____

Grammar

Exercise 1. Complete the sentences using the words in bold. Use from two to five words:

1. We can get into house only if you have a key. **can**
Only if you have a key can we get into the house.
2. If the weather gets any colder, we'll turn on the heating. **get**
Should _____, we'll turn on the heating.
3. He had just entered when the telephone rang. **sooner**
No _____, the telephone rang.

4. He visits us so rarely that I can hardly remember what he looks like. **visit**
So _____ that I can hardly remember what he looks like.

5. Mark works so hard that I'm sure he'll be promoted soon. **does**
So _____ that I'm sure he'll be promoted soon.

6. If you had been there, you would have enjoyed it. **been**
Had _____ would have enjoyed it.

7. He spoke to me only after I spoke to him. **speak**
Only after I spoke to him _____ to me.

8. Janet won't get on a plane under any circumstances. **will**
Under _____ on a plane.

9. I realized who she was only after a few minutes. **realize**
Only after a few minutes _____ she was.

10. She didn't know that her wish would come true. **did**
Little _____ her wish would come true.

11. He didn't laugh once all evening. **did**
Not _____ all evening.

12. They scarcely talk to each other any more. **do**
Scarcely _____ each other any more.

13. This restaurant rarely gets other any more. **get**
Seldom _____ so crowded.

14. If he had left earlier, he would have been on time. **he**
Had _____ have been on time.

15. She was so happy that she decided to celebrate. **she**
So _____ she decided to celebrate.

16. This is the only way that we can be sure we are right. **in**
Only _____ be sure that we are right.

17. If he notices anything, we'll be in trouble. **notice**
Should _____, we'll be in trouble.

18. Sarah forgot to take her purse and her handbag too. **did**
Sarah didn't remember to take her purse; _____
to take her handbag.

19. She performed so well that she won on Oscar. **perform**
So _____ that she won an Oscar.

20. Thailand is warmer and cheaper than England. **only**
Not _____ than England, it's cheaper too.

Exercise 2. Find the odd word which should not be in the sentence and underline it.

1. Only when did he turned around was he able to see properly.
2. It was only last week who that they got married.
3. Please, do you help yourself to another piece.
4. I can't drive and neither does can my mother.
5. So long was the journey that I did fell asleep.

6. Not once did she to regret having come.
7. Why is it that she does always looks unhappy?
8. What he needs it is a long holiday.
9. It was Claire who she left work early yesterday.
10. Whoever disagrees should they raise their hand.
11. So much hard was the exam that everyone failed.
12. Mark likes sailing and so too do I.
13. Little did she not know that James would be there.
14. If you talk in class, you will to be punished.
15. Were I be you, I'd apologize.
16. No sooner had he left than that the bomb exploded.
17. Only by he studying will John be successful.
18. What the school does needs is a new canteen.

UNIT 13

CITATION FORMATS

Vocabulary

Translate into Ukrainian:

citation		to list up	
single spaced		a subtitle	
entries		an edition	
an author		a publication	
to capitalize		a digit	
a periodical title		to be shorten	
to be listed		a chapter	
a source		a quote	
to access		a headline	
double spaced		hanging indent	

Pre-reading task:

1. Which citation formats do you know?
2. Which citation format do you use in your scientific work?

Task I. Read and translate.

Citation formats

Here are some basic rules to remember:

- All citations should be single spaced with a double space between entries.
- Indent after the first line of each entry (hanging indent).
- Alphabetize by the first word of the entry; entries are not numbered.
- Editions of books are noted after the title in the following format: (2nd ed.). First editions are not listed as such. If no edition is listed, omit the edition section.
- *Italics* must be used for book and periodical titles; quotes are used for chapters and article titles.
- Capitalize titles using headline style (see 16.1.3).
- List the city of publication. If there a confusion as to which city or the city is unknown then include the Postal state abbreviation or country's name (i.e. Cambridge, MA or Cambridge, United Kingdom). If two cities are listed, use the first city listed.
- Dates are in Month Day Year format; spell out each month (e.g., December 20,1999).
- If no author is listed, begin with title. Use the name Anonymous only if used on the source itself.
- Use the date of the source, if no date then use the date you accessed it.

Some basic rules for MLA Work Cited lists are:

- All citations should be double spaced.
- Indent after the first line of each entry (hanging indent).
- Entries are not numbered; Alphabetize by the first word of the entry.
- If no author is listed, begin with title.
- *Italics* must be used for titles of books and periodicals (If italics are used, the font must be obviously different from the standard print).
- Capitalize titles of books and articles according to convention, no matter how they appear in a database or catalog.
- Editions of books are noted after the title in the following format: 2nd ed. First editions are not listed as such. If no edition is listed, omit the edition section.
- Dates are in Day Month Year format (e. g. 12 Dec. 1992) with all months abbreviated to three letters followed by a period (Jan., Feb., Mar., Apr., Aug., Oct., Nov., Dec.) except May, June, and July, which are left as is and Sept.
- Page numbers in MLA are sometimes shortened. If the page numbers are three or more digits, shorten the second number to two digits when possible. *Examples:* 8-9; 44-49; 112-23; 492-506; 1253-66.

- Omit http:// when using electronic sources.
- For database sources, use the permalink as the URL.

Some basic rules for APA References lists are:

- All citations should be double spaced.
- Indent after the first line of each entry.

- Entries are not numbered.
- If an element is not present, omit it.
- Alphabetize by the first word of the entry.
- If no author is listed, begin with title.
- Enter author's last name followed by first and middle initials.
- List up to seven (7) authors.
- Eight (8) or more authors, use only the first six (6) and then ellipses (...) with the last author.
- *Italics* must be used for book and periodical titles.
- Capitalize ONLY the first word of a title, the first word of a subtitle, and proper nouns in titles of books and articles, no matter how they appear in a database or catalog.
- List the city and state or country (spell out name) of publication. Example: Lexington, KY (because there are cities names Lexington in many states).
- Use the abbreviations p. or pp. only for multi-page newspaper articles, encyclopedia entries, and chapters or articles in edited books.
- Do not use the abbreviation p. or pp. (or any other abbreviation) for magazine and journal articles.
- Use p. for one page articles, pp. for multiple page articles.
- Dates are in Year, Month Day format (e. g. 1999, December 20).
- Date is in parenthesis after the author's name (or title if no author is listed).
- Retrieval dates for online articles or web pages are always listed as Month day, year (e. g. January 20, 2010).
- Use (n.d.) if no date is given.
- For items found in full text online, access information in APA requires one of the following (in order of preference):
 1. Use DOI if available (no period at end of citation).
 2. If no DOI, and from database, use print format. No database information is needed.
 3. If no DOI and from an authoritative web site use complete URL (no period at end of citation).
 4. If no DOI and from a personal web site or Wiki, use access date and complete URL (no period at end of citation).

Some basic rules for ASA citations are:

- All citations should be double spaced.
- Indent after the first line of each entry.
- Entries are not numbered.
- Alphabetize by the first word of the entry.
- A reference list follows the text and footnotes in a separate section headed **References**.
- If no date is available, use **N. d.** in place of the date. If the cited material is unpublished but has been accepted for publication, use **Forthcoming** in place of the date and give the name of the publisher or journal.

- Include the state abbreviation only if the city of publication is not clear. Also, when the publisher name includes the location, the state abbreviation is not needed.

- Use Vol. # (i.e. Vol. 3), if using a specific volume in a collected works.

Some basic rules for CSE References are:

General Formatting

- All citations should be single spaced
- Indent after the first line of each entry (hanging indent)
- Entries are not numbered; Alphabetize by the first word of the entry
- If no author is listed, begin with title
- Do not use *Italics*, underlining or **bold** lettering on titles.

Punctuation/Capitalization

- Retain whatever punctuation appears within the original title; If no punctuation separates the title from a subtitle, use a colon.

- Books and article titles: capitalized using only the first word and proper nouns.

- Journal and newspaper titles: capitalize every word.

- Editions of books are noted after the title in the following format: 2nd ed. First editions are not listed as such. If no edition is listed, omit the edition section.

Date

- If no year of publication can be determined, use the year of copyright, preceded by «c», as c2000.

- Months are shortened to the first three letters with no period.

- Dates are written as year month day.

Place of Publication

- If more than one city of publication is listed, use the first one encountered or the one in the largest or bold type font.

- If place can't be located on website then use [place unknown] in brackets.

Task II. Give short characteristics of each format:

MLA _____

APA _____

ASA _____

Task III. Make up 10 questions to the text:

1. _____

2. _____

3. _____

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Grammar

Exercise 1. Make new sentences with the same meaning using as ... as with the ADJECTIVE in parentheses.

1. Jairo is taller than Federico. (tall)

2. Worksheet 4 was more difficult than Worksheet 3. (easy)

3. Silvia is 10 years old. Paula is 10 years old too. (young)

4. A park bench is less comfortable than a couch. (comfortable)

5. My grades were worse before than they are now. (good)

Exercise 2. Make new sentences with the same meaning using less, if possible. If not possible, write «NO CHANGE».

1. A Renault 4 is cheaper than a BMW.

2. Halo III is more difficult than Halo II.

3. Social Studies aren't as interesting as Science.

4. A dolphin is more intelligent than a shark.

5. I'm shorter than my father.

Exercise 3. Rewrite the following sentences using the words given, without changing the meaning.

*e. g. No one else in the team plays better than he does. (best)
He plays the best in the team.*

1. No other dancer is as graceful as she is in the play. (most graceful)

2. Susan dresses more smartly than Emily. (less smartly)

3. Tom is noisier than his brothers. (as noisy as)

4. If you try harder, you will do better. (the harder)

5. Wealth is not as good as health. (better)

6. Mr. Chan is younger than he looks. (old)

7. It got darker and the situation became worse. (the darker)

8. Sandy does not study so diligently as she did in the past. (less diligently)

9. His father is the most capable man in the office. (as capable as)

10. Losing weight is not so easy as putting on weight. (difficult)

Exercise 4. There is one mistake in each sentence. Underline the mistakes and correct them. 'X': extra word; '^': missing word; ___: wrong word

e. g. Tommy is the most(X) cleverest boy in the class. (X)

Tommy is (^the) cleverest boy in the class. (^)

Tommy is the clever (cleverest) boy in the class. (___)

1. This is cheaper of the two pens. (^)

2. He is speaking more slowly and more slowly. (X)

3. Ms Lee is very shorter than her daughter. (___)

4. The weather of Hong Kong is different from that of Canada's. (___)

5. Mary is much more nervous Jane. (^)

6. Her face turned more as white as a sheet when she heard what he said. (X)

7. Police in Sydney are investigating the death of a younger German tourist.
(___)

8. The more you smoke, more dangerous it is to your health. (^)

9. To be frank, this was the most easiest test in this term. (X)

10. She is the best singer of the two, but she is not the best in Hong Kong.
(___)

Exercise 5. Fill in each blank with the correct form – adjective/ adverb, comparative or superlative.

e. g. The manager is the most powerful man here. (powerful)

1. Iron is _____ than other metals. (useful)

2. My English teacher is as _____ as Andy Lau. (handsome)

3. His Chinese is getting _____ and _____. (bad)

4. The _____ he gets, the _____ he becomes. (old, wise)
5. Ann does not swim so _____ as her coach claims. (quickly)
6. Which is _____, grammar or vocabulary? (important)
7. Staying at home is _____ than going on holiday abroad. (comfortable)
8. The _____ money you spend, the _____ you can save. (little, much)
9. The new job is the _____ one that I have had. (challenging)
10. This mini-bus driver is much _____ than any other driver. (kind)

Exercise 6. Choose the correct option for each of the following sentences:

e. g. He worked more efficiently than I did. (efficiently, more efficiently, most efficiently)

1. Her promotion was the _____ moment of her life. (proud, prouder, proudest)
2. Hawaii is _____ from Hong Kong than Japan. (far, farther, farthest)
3. This ring is too _____ for me. (small, smaller, smallest)
4. It is _____ to ask for help than solve the problem by yourself. (easy, easier, easiest) Grace's work is _____, but Joan's is _____. (good, better, best)
5. August is _____ than any other month. (hot, hotter, hottest)
6. Do you support his _____ proposal? (late, later, latest)
7. Prevention is _____ than cure. (good, better, best)
8. He may be the _____ man in Hong Kong. (rich, richer, richest)
9. This pair of glasses is as _____ as that pair. (fashionable, more fashionable, most fashionable)

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