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The Language of Science

Engineering
Humanities
Social Sciences
Natural Sciences

НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ

ЦЕНТР НАУКОВИХ ДОСЛІДЖЕНЬ ТА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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Англійська для науковців

Затверджено Міністерством освіти і науки України як
підручник для студентів вищих навчальних закладів

Київ

Від автора

Ця книга — одна з перших в Україні, присвячених англійській мові науки. Підручник призначено передусім для аспірантів та здобувачів, котрі проходять мовну підготовку з англійської на рівні С1 (згідно рівням Загальноєвропейських рекомендацій з мовної освіти). Освітньо-наукова програма аспірантури (ад'юнктури) вищого навчального закладу (наукової установи) передбачає, відповідно до Національної рамки кваліфікацій, здобуття аспірантом (ад'юнктом) мовних компетентностей, достатніх для представлення та обговорення результатів своєї наукової роботи іноземною мовою в усній та письмовій формі, а також для повного розуміння іншомовних наукових текстів з відповідної спеціальності (обсяг такої навчальної складової — шість-вісім кредитів ЄКТС).

Орієнтиром рівня володіння англійською мовою є стандартизовані міжнародні тести. Дана книга покликана допомогти скласти ці іспити на зазначеному рівні. Особливу увагу приділено розпізнаванню імпліцитних значень та підтексту, а також логічним конекторам та іншим засобам зв'язності тексту, різноманітним граматичним структурам, ідіоматичним зворотам тощо як важливим елементам англійськомовного наукового дискурсу.

Утім, дане видання може зацікавити й ширшу аудиторію — студентів та викладачів вищих навчальних закладів усіх спеціальностей, тих, хто готується до складання ЗНО, усіх, хто поглиблено вивчає англійську мову — завдяки пізнавальному характеру та системному викладу матеріалу, широкому залученню (інфо)графіки, використанню широкого спектру сучасних, достатньо складних та об'ємних текстів загальнонаукового характеру, присвячених актуальним тенденціям розвитку науки.

Усі розділи підручника містять велику кількість неологізмів, які часто-густо використовуються в англійськомовному науковому обігу, але ще не зареєстровані у словниках. У розділах 1-8 наведено тексти для читання з примітками і вправами на розуміння прочитаного та розпізнавання імплікацій, опанування лексики, оригінально викладений граматичний матеріал (із зазначенням відмінностей американського та британського варіантів англійської мови), матеріали для випрацювання навичок усного спонтанного мовлення та наукового письма, анотування, перекладу з урахуванням лінгвокультурної специфіки англійської мови, а також правильної вимови (розділ 1). У дев'ятому розділі містяться різноманітні корисні довідкові матеріали з граматики (систематизовані переважно у зручній формі таблиць), написання наукових статей, листів, редагування англійськомовних текстів, етикету повсякденного й наукового спілкування англійською мовою, у тому числі, електронному, тощо. Система вправ і тестів дозволяє ефективно засвоїти матеріал як на заняттях, так і самостійно.

Підручник було апробовано автором і співробітниками Центру наукових досліджень та викладання іноземних мов НАНУ та ряду вищих навчальних закладів України.

Хай щастить!

A book is a gift you can open again and again. Garrison Keillor

**При роботі з підручником пропонуємо зосередити увагу передусім на такому матеріалі:*

- **Unit 1** Text 1 (pp. 8-9). Note (p.10). Exercises 1, 2, 5, 6, 7. Academic Word List (p. 16). Words on p. 18. Some ways of quoting (pp.19-20). Pronunciation tips (pp.22-27).
- **Unit 2** Pp. 32-36. Exercises 3, 4. Writing Scientific Abstracts (pp. 38-41). Tips for dealing with multiple choice questions (pp. 43-44, it's the key to reading comprehension). Exercises 10, 11, 12.
- **Unit 3** Exercise 3; pp. 52-62. Exercises 6, 7; pp.67-70. Exercises 9, 10, 11. Text on Visuals (pp. 75-79); pp.80-81. Exercise 18.
- **Unit 4** Exercise 2; pp. 89-92. Exercise 5; pp. 95-98, Exercise 7, pp. 100-102. Exercises 10, 11.
- **Unit 5** Pp. 112-116 (*to be combined with the material from Unit 9 on Passive Voice — see pp. 238-239*). Note on p. 117 (*see also Unit 9, pp. 235-236*). Exercises 6, 7. Tip on p. 120. Note on pp. 122-123. Exercise 10. Text on Classifying (p. 127) + Note (pp. 127-128). Exercises 14, 15.
- **Unit 6** P. 137. Note on p. 141. Exercises 4, 5; pp. 148-151. Note on p. 152. Exercises 8, 10; pp. 156-158. Exercises 12, 13, 14, 15, 16. Noteworthy (p. 164).
- **Unit 7** Text and Exercises 1,2,3 on pp. 166-167; pp. 168-172. Exercises 5, 6, 7, 8. Texts on pp. 178-179. Exercises 12, 13, 14, 15, 16;
- **Unit 8** Exercises 5, 9; pp. 197-198. Exercises 10, 11; p. 199. Exercises 12, 13, 14. Exercises 16, 18 (*sentences 1-6, 11-13, 19, 24, 25, 31, 34, 37; see also Unit 9, SMS Lingo*). Chronology of a test (p. 208). Exercises 19, 20.
- **Unit 9** Here you will find useful visual grammar material, and tips for communicating internationally («About Yourself», «Useful Expressions for Discussion»; «Presentations Tips», «Conference Vocabulary», «On Writing Letters», «Revising and Editing», «Useful Phrases for Writing Research Papers», «Writing for International Audiences» etc.)

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To all the people I love

Unit 1

Science and Scientists
Essential Academic Vocabulary
The Scientific and Popular Senses
Culture Flavored Words
Some Ways of Quoting
Basic Intonation Patterns &
Pronunciation Tips

TEXT

Read the text and be ready to answer the questions that follow.

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

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

Graduate students spend most of their time in independent study and original research. For example, graduate studies in the USA can be divided into two phases:

Phase I leads to Master's **degree** and consists of lecture-type coursework. This degree is usually **required** in fields such as engineering, library science etc. The MBA, or Master of Business Administration usually takes two years.

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

Phase II leads to doctoral degree — PhD (doctorate). Students who are enrolled in a doctoral program are known as PhD candidates. They will spend some time in class, but the most important work is spent in first-hand research. It may take three years or more **to earn** a PhD Degree. This degree normally requires four to six years of study beyond the Bachelor's degree, culminating in lengthy, **in-depth**, original research of a specific topic, which may be both theoretical and applied, or purely theoretical.

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

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

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

Several research publications on **issues relevant** to the investigation should be prepared. Most universities awarding the PhD Degree also require doctoral candidates to have a reading knowledge of two foreign languages, to

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

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

R&D — research and development укр. науково-дослідна робота

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

goal — one's aim or purpose — укр. мета

Compare: objective — an aim that must be worked towards over a long period укр. стратегічна мета

research advisor — укр. науковий керівник

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

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

scientist — a person who works in science укр. науковець, вчений **Compare:** scholar — a person with great knowledge of, and skill in studying the subject

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

to require — to demand by right with the expectation that it will be obeyed укр. вимагати; **requirement** — укр. вимога

required — укр. обов'язковий **Synonyms:** — mandatory, obligatory; required reading — обов'язкова література.

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

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

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

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

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

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

pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

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

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

their fields, and work on one or two major projects at one time.

A good example of a dedicated scientist and researcher is U.S. investigator Benjamin Carson. Speaking to young people around the country, Carson always concludes with the same message: «Think big!» He explains the meaning of each letter:

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

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

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

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

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

B — is for books. We develop our minds by reading.

I — equals in-depth learning, where *acquired knowledge* becomes part of you.

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

«If you can learn to think big, nothing on earth will keep you from being successful in whatever you choose to do», says Carson. And eminent American astronomer Vera Rubin gives the following piece of advice to young scientists: «Don't *give up*. Remember that science is ever so *vast*; learn one thing very well. Doing so gives you great confidence, *allows* you *to share* knowledge with colleagues. It helps if you know what you really want to do. Work hard. Learn to give good talks. Be imaginative. If you are interested in science you must have a fundamental *curiosity*».

to meet the requirements — укр. відповідати вимогам

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

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

devoted — showing great fondness, caring a great deal. Compare:

dedicated — very interested in or working very hard for an idea, purpose; committed укр. відданий

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

aspect — a particular side of many-sided idea, plan etc. укр. аспект, бік Synonym: facet укр. грань

technique — method of doing something that needs skill

укр. методика, метод;

tried-and-true technique — перевірена часом методика

procedure — a set of actions necessary for doing something

укр. методика

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

method — a planned way of doing something укр. метод

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

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

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

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

acquired knowledge — укр. набуті знання

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

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

to allow — to permit, to enable укр. дозволяти

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

curiosity — the desire to know or learn укр. допитливість

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

1. What is the subject under discussion?
2. What are the primary responsibilities of graduate students?
3. What is specific about each phase of graduate studies?
4. Why is it important to «think big»?
5. Why is Vera Rubin's message important especially for young scientists?

NOTE.

to deal with / to touch upon
to be concerned with
to be about
to have to do (with)
to be associated with

стосуватися, торкатися

The issue has little to do with science — Це питання не стосується науки.
**all things scientific* — усе, дотичне до науки

when it comes to...
as far as ... is/are concerned...

що стосується...
 стосовно...

***as for...**

as to...
speaking of...
with respect to...
concerning...
regarding.../in regard to.../with regard to...

When it comes to me ... — Що стосується мене (щодо мене)...
 As far as science is concerned, ... — Що стосується науки, ...
 It is about the new method. Це стосується нового метода.

to concentrate/
to center attention/efforts/activities on/around

зосереджуватися (на)

according to... / in accordance with... / under ... відповідно до... .
taken in that light, .../ on this evidence, ... у такому ракурсі,

Exercise 1. Give English equivalents for:

спеціалізуватися у галузі науки; науковий керівник; стратегічні цілі; досягати мети; відомий науковець (учений); самостійне дослідження; ретельне вивчення; теоретичні та прикладні аспекти; навички наукової роботи; Вчена Рада, унікальний внесок; питання, що стосуються дослідження; оригінальна методика; брати участь у науково-дослідній роботі; одночасно працювати над кількома проектами; бути відданим науці; не здаватися; ділитися знаннями з колегами, бути надзвичайно допитливим; що стосується цього параметра, відповідно до цієї теорії; у такому ракурсі; аспірант; докторант.

Exercise 2.

Identify characteristics of a scientist by matching the two columns. The first one is done for you: 1-F.

I.

1. intelligent

2. objective

3. creative

4. open-minded

5. curious

6. talented

7. dedicated

8. persistent

9. analytic(al)

10. decisive

11. goal-oriented

12. ambitious

13. well-versed

A receptive of arguments and ideas**B** remaining at a task for a long amount of time to complete a task or project**C** making observations and decisions based upon evidence, not personal opinion or hearsay**D** very interested in working very hard, devoting a lot of time to complete a task or project**E** producing new and original ideas and things, inventive**F** having a high degree of mental capacity**G** having or showing special abilities for a particular type of work**H** eager to know or learn**I** wishing to reach or obtain one's aim or purpose**K** having a strong desire for success**L** knowing a lot about something**M** showing determination and firmness, resolute**N** skilled in using methods of careful examination, especially in order to separate things into their parts**II.**

1. decision-maker

2. communicator

3. designer

4. inventor

5. problem-solver

6. aspirant (to/for)

A searching for new discoveries**B** being able to make important choices or/and judgements**C** creating new models or designs**D** making opinions and information known and understood by others, sharing and exchanging opinions.**E** a person who hopes for and tries to get a position of importance or honor**F** being able to find answers to difficulties**Exercise 3.**

Give Ukrainian equivalents for:

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

Exercise 4.

Prepare an oral presentation about characteristics of true scientists based on Text 1 and Exercises 1-3. Tell your colleagues about yourself.

Exercise 5.

Translate Ukrainian sentences into English. Then match the two columns.

- | | |
|--|--|
| 1. Я не фахівець у цій галузі. | A What field of science are you interested in? |
| 2. Яка мета Ваших досліджень? | B This issue deals with your investigation. |
| 3. Вона спеціалізується у галузі прикладного мовознавства. | C His dissertation meets all the necessary requirements. |
| 4. Якою галуззю науки ви цікавитесь? | D What science are you doing? |
| 5. Це питання стосується вашого дослідження. | E That's outside my field. |
| 6. Якою наукою ви займаєтеся? | F She majors in applied linguistics. |
| 7. Його дисертація відповідає усім необхідним вимогам. | G What is the objective of your research? |
| 8. Вони беруть участь у науково-дослідній роботі. | H My research advisor is a well-known scientist. |
| 9. Мій науковий керівник — відомий вчений. | I They've come to/reached/drawn interesting conclusions. |
| 10. Вони дійшли цікавих висновків. | J They are involved in R&D. |
| 11. (А) якою є Ваша думка? (А) як Ви гадаєте/вважаєте? Що Ви думаєте (про це/з цього приводу)? | K When it comes to research, enthusiasm does matter. |
| 12. Чому вони поставили під сумнів цю теорію? | L Are you familiar with this theory/problem? |
| 13. Не робіть поспішних висновків. | M After much thought, they've arrived at a decision. |
| 14. У наукових дослідженнях ентузіазм справді важливий. | N (And) what do you think? |
| 15. Вони прийняли рішення після багатьох роздумів. | O He posed an important question. |
| 16. Він поставив важливе (за)питання. | P Why (how come) they question the theory? |
| 17. Чи знаєте Ви (про) цю теорію/проблему? (Чи обізнані Ви з цією теорією/проблемою?) | Q Be careful not to jump to conclusions. |

Exercise 6. Place steps of scientific research in correct order.

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

Exercise 7. Choose the correct word and fill in the blanks.

product (próduce)	producer(s)
production	productive
to produce	productivity

1. We had a very ____ meeting last week.
2. The two lasers combine ____ a powerful cutting tool.
3. The country's main ____ is oil.
4. New ____ methods have led to increased ____ .
5. This country is one of the world's leading oil ____ .
6. The wine bottle was marked « ____ of France ».

to predict	prediction	predictable
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7. The economists ____ an increase in the rate of inflation.
8. You're so ____ !
9. It is hard ____ when it will happen.
10. His ____ turned out to be correct.

science	scientific	scientist
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11. I'm fond of reading ____ fiction.
12. He is a famous ____ .
13. I don't need any ____ proof.

(to) apply	applied	application(s)
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14. This rule does not ____ in your particular case.
15. A new discovery has a number of industrial ____ .
16. Her research is both theoretical and ____ .

(to) require	requirement(s)	required
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17. To carry out this plan would ____ increasing our staff by 20 %.
 18. This monograph is ____ reading for our course.
 19. Candidates who fail to meet these ____ will not be admitted to the university.

curious	curiosity
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20. There was an intense ____ about their plans.
 21. I'm ____ about what happened.

(to) imagine	imagination	imaginative
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22. You can't ____ how surprised I was.
 23. She has a vivid ____ .
 24. Be ____ !

(to) develop	development
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25. This was an important stage in country's ____ .
 26. I'd like ____ my idea.

Exercise 8. Render the following text into Ukrainian.

In 1948 a 32-year-old electrical engineer and mathematician published in the *Bell System Technical Journal* a seminal paper with the promising title *A Mathematical Theory of Communication*. The landmark treatise raised considerable interest and made the author immediately known to everybody in the field of communications. His name: Claude Elwood Shannon. It was this outstanding contribution that created the necessary conditions for a theory of information. Without Claude Shannon there might well be no long distance phone calls, compact discs, digital television, satellite communications, cell phones, and e-mail.

Claude Elwood Shannon (1916-2001) was born in Michigan, USA. It is reported that Thomas A. Edison was the admired hero of his childhood. Mathematics and science were his preferred subjects in school, and in 1932 he began to study mathematics and electrical engineering at the University of Michigan. In 1936 he accepted a position as a research assistant at the Massachusetts Institute of Technology (MIT). In 1940 Shannon graduated from the MIT with a M.S. degree in electrical engineering and a PhD in mathematics. For the next 15 years he was with the Bell Laboratories together with other first-rate mathematicians and scientists, including the signal theorists Nyquist and Bode, and the inventors of the transistor, Bardeen, Brattain, and Shockley. During that period Shannon has worked hard on a theory of information, which culminated in the publication of his landmark paper, «A Mathematical Theory of Communication». The scientist who has been noticed so far only by his colleagues for his sophisticated and original ideas tried to show for the first time in this article that information can be measured independently of any semantic aspect and that every data source may be uniquely described with respect to its information content. But first of all, he assured that an error-free data transmission must be possible if the information rate is smaller than the so-called channel capacity. The work provided critically important insights into the nature of communications. Claude Shannon laid the cornerstone for the field of digital communications. In 1956 Shannon was invited to be a professor at MIT. He continued his affiliation with the Bell Laboratories until 1972, and retired from MIT six years later, in 1978.

In 1985, when he and his wife decided spontaneously to visit the International Symposium on Information Theory in Brighton, England, many people noticed the shy gentleman wandering in and out of the different sessions. As the word spread that it was Shannon himself, the reaction of the conference participants was as if Newton has shown up at a physics conference.

Many stories have been written about his varied interests and even eccentricities. In the mid-1960s he had been invited by the Popov Society to the USSR. His wife accompanied him. Although there had been no prior mention of money, close to the end of their visit, he was surprised to learn that a prize of some 3000 Rubles was awarded to him. Unfortunately, he had only a few days to spend it, as it was not possible to take money out of the country at the time. So, with some difficulty, he managed to cancel his full schedule for the next few days to go shopping. Finding nothing to buy that interested him sufficiently, he was about to abandon his quest when he came upon some high-quality East German musical instruments. So he came home with a bassoon, an oboe, and probably other instruments. He remarked that he would never have bought a bassoon or an oboe unless he had to.

Many comparisons to heroes are made when describing Claude Shannon. A number of Shannon Websites claim that he is to our time what Sir Isaac Newton was to his. Some say that he is to communications what Louis Armstrong is to jazz. Everyone mentions Albert Einstein. His awards include the Alfred Nobel Prize, the IEEE Medal of Honor, and the National Medal of Science presented by the President of the United States.

Exercise 9. Read the following text. Discuss the point with your colleagues.

Stefanie Olsen, staff writer, CNET News.com, published an electronic article called «Academia's quest for the ultimate search tool» in August, 2005. She has learned that the University of California at Berkeley is creating an interdisciplinary center for advanced search technologies and is in talks with search giants including Google to join the project. The project is one of many efforts at U.S. universities designed to address the explosive growth of Internet search and the complex issues that have arisen in the field. She points out that U.C. Berkeley, the school where Google CEO Eric Schmidt got his computer science doctoral degree, is bringing together faculty members from various departments to cross-pollinate work on search technology. The principal areas of focus are: privacy, fraud, and multimedia search. The success of the \$5 billion-a-year search-advertising business is fueling Internet research and development in many ways. Interestingly, Google and Yahoo were practically hatched in the same dorm room at Stanford University by several graduate students roughly six years apart. Stanford, Carnegie Mellon University, the Massachusetts Institute of Technology (MIT), and many other universities are working to solve problems presented by the digitized library of tomorrow. Sifting through and organizing billions of digital documents will require new search technology. MIT, for example, has teamed with the World Wide Web Consortium to create next-generation search technology. Under that umbrella, an MIT graduate student has developed a tool called Piggybank: software lets people surf the Web, tag visited sites with keywords and build an annotated collection that can then be published to a site called the bank. Therefore, it turns into a «Semantic Web browser».

Exercise 10. By employing various search tools (google.com, yahoo.com, altavista.com, surfwax.com etc.) find the information on:

- IEEE SPECTRUM
- MIT OpenCourseWare
- ResearchBuzz
- The Ukrainian Research Institute at Harvard University
- The Nuts and Bolts of College Writing
- Science News Online
- IEEE the Institute «How Today's Techies Work»
- «One thing I'd like to clarify...» . Observations of Academic Speaking (by Anna Mauranen)
- The origins of a computer «bug» (clues: US Navy's Harvard Mark II computer; 9 September 1947; Admiral Grace Hopper; Thomas Alva Edison, Pall Mall Gazette, 1889; an electrical handbook of 1896: telegraphers' joke term for noisy lines)
- Other Than That

ESSENTIAL ACADEMIC VOCABULARY

Study the following high frequency academic word list. Listen to the words and phrases and pronounce them after your instructor. Whisper the words as you write them into your notepad. Memorize the words. Put down the words as your instructor dictates them to you. Read them aloud. Compose short sentences using the words. Expand the sentences you've composed.

author, co-author автор, співавтор	comment коментар
colleague колега	important важливий
methods/techniques/procedures/approaches методи	positive позитивний
allow, permit, enable дозволяти	negative негативний
unique унікальний	previous попередній
question (за)питання	relevant релевантний, відповідний, той, що стосується
theory теорія	authentic автентичний
hypothesis гіпотеза	circumstances обставини
assess, evaluate, estimate оцінювати	component складова
area, field, domain, sphere, realm, subject area галузь, сфера, царина	item предмет
context контекст	constant постійний, незмінний
data дані	contribute робити внесок
paradigm парадигма	region регіон
strategy стратегія	emphasis наголос
alternative альтернатива, альтернативний	criteria критерії
design конструкція	illustrate ілюструвати
function функція	imply мати на увазі
identify ідентифікувати, визначати	pseudo-scientific псевдонауковий
interpret інтерпретувати	rely (on) / depend on покладатися на
involve залучати; включати; охоплювати	sequence послідовність
include включати	survey, overview огляд
issue питання	though, although, albeit хоча
occur траплятися	apply застосовувати
percent відсоток, відсотки	however/but однак, але
period період	therefore/thus/hence тому
process процес	impact вплив
require, requirement вимагати, вимога	consequences наслідки
research/study (studies)/investigation(s) дослідження	thesis / dissertation
respond, react відповідати, реагувати	кваліфікаційна наукова праця
vary варіювати	(conference) proceedings
aspect, facet аспект, грань	матеріали конференції
affect впливати на	poster presentation
final остаточний	стендова доповідь
examine/study/analyse/analyze/explore вивчати, досліджувати	journal
determine визначати	magazine (application-oriented)
decade десятиріччя	transactions (on) (research oriented)
detailed; in full detail	науковий журнал
докладний; у найменших подробицях	abstracting journal реферативний журнал
	refereed journal (провідне) фахове видання
	book/monograph книга/монографія

Exercise 11.

Pronounce the following words correctly. If necessary, consult the dictionary or other source(s).

says; said; there is; there are; or other; later on; again; Albert Einstein; Arthur Rubinstein; Alfred Nobel; Gustav Eiffel; Greenwich; Fahrenheit; Descartes; Cartesian; Coulomb; Harry Nyquist; rough; trough; tech-savvy; Ivy League Universities: Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, (the) University of Pennsylvania, Yale University; Novell; IEEE; ASCII; A.S.A.P.; TBA; TBD; Pittsburg; Edinburgh; Toys Я Us; rugged; Nova Scotia; Ottawa; Montreal; Tucson; Niagara Falls; Illinois; Utah; Iowa; Arkansas; Missouri; Rosslyn; psychological; paradigm; subtle; moral; morale; human; humane; colleague; technique; unique; procedure; soldier; although; determine; examine; alterations; audio; authentic; decade; consequences; circumstances; question; in lieu of; browser; diaphragm; hurray; folk; murmur; Mark Jacobson; Roman Jacobson; elite; mnemonic; memorabilia; to ascertain; palm; poignant; thumb; climb; sapphire; silicon; silicone; systemic; studio; typo; typos; Michael Crichton; Estee Lauder; Neiman Marcus; McDonald's; Ronald Langacker; Dimitri Bevc; hierarchy; Ramada Inn; Hotel Marriott; Eldorado; aoud/oud wood; flawless; vehicle; plateau; genre; luxury; luxurious; anxious; anxiety; society; Xerox; niche; cliché; Leicester square; Worcester; Gloucester; debris; Pall Mall; shopping mall; dearth; bosom friend; debt; doubt; albeit; amenities; suit; suite; tough;

borough; Sean; template; boatswain; brooch; chimera; extraordinary; not applicable; salmon; tomato; wander; wonder; awesome; forehead; fasten; calm; radio; eyebrows; aisle; ubiquitous; omnipresent; omniscient; mutual; verbatim; sword; though; thought; Adobe; epitome; Ireland; Iceland; island; isle; isles; handsome; whistle; comb; systemic; insatiable; unequivocal; citrus; Cyprus; Chanel; personage; panache; turquoise; cyan; fragrance; scent; acre; ballet; teacher; sign; signature; commerce; Europe; Czech; gem; sour; paw; Shaw, advertisement; component; Sri Lanka; scimitar; wallet; false; crowd; browse; charisma; align; adorable; treasure; measure; pleasure; steak; pharmaceutical; prohibition; prohibit; aura; drawer; flower; jeopardy; Indonesia; Malaysia; Croatia; malt; Malta; Munich; Washington, D.C./D.C.; Nova Scotia; otiose; breath; breathe; foreign; insignia; assignment; stout; function; shoeshine; succinct; rogue; Tobias; meager/meagre; moral; morale; svelte; nowadays; neighbour/neighbor; taught; bought; realign; indigenous; autochthonous; awe; courage; courageous; hero; sillage; icicle; walrus; ambitious; heirloom; naive/naïve; absurd; castle; glamour/glamor; echo; Steven; Stephen; Neil; Niels; oust; sorcery; provocative; guard; heir; swan; award; reward; nice; Nice; install; route; en route; router; soul; sole; iPhone; iPad; ton; tone; lycra; nylon; fur; fir; receipt; recipe; tycoon; raccoon; door; floor; flood; ode; site; sight; hypothesis; hypothesize; warning; caution; demure; demur; murmur; Easter; aye; eye; eyes; ice; VIP/V.I.P.; trifecta; pewter; lurk; urgent; emerging; patient; intelligence quotient; blonde; blond; utensil; guide; bouquet; suede; banquet; gourmet; luncheon; Cyrillic script; nourish; wrist; bye-bye; nephew; magi; awkward; visual; page; sow; sew; sewing machine; cupboard; Leo; leopard; soliloquy; melange; guinea pig; naked eye; learned secretary; beloved; minutia; quay; meme; suave; thesaurus; hygiene; gene; genetics; legal; entrepreneur; vase; zebra; canoe; column; natural; nature; muscle; lace; necklace; lineage; ninth; after eight; Graham; orange juice; pizza; haute couture; cuisine, after all; yacht; segue; honey; honest; owl; all over the world; feisty; Venus; Venice; Xavier; faux pas; persuade; persuasion; hearth; sigh; surface; ginger; gesture; David; wolf; conduit; sleight.

THE SCIENTIFIC AND POPULAR SENSES

науковий дискурс та загальнонародна мова

<p>device / gadget / gimmick</p> <p>in lieu of = instead of = rather than</p> <p>since / because</p> <p>might (conveys approximately 5% probability)</p> <p>so to speak</p> <p>a book on</p> <p>why</p> <p>a lot of / many / much</p> <p>a large amount / a great number</p> <p>myriad / plethora</p> <p>(a) plenty (of)</p> <p>mainly / in the main / for the most part / predominantly</p> <p>the remainder / the rest</p> <p>rather good</p> <p>scattered or sporadic amounts of something</p> <p>upon / after</p> <p>at times / occasionally</p> <p>recently/ lately/ of late</p> <p>(up) until (quite) recently</p> <p>for some time / over a period of ...</p> <p>over the years</p> <p>approximately/around/about</p> <p>circa [+time marker]</p> <p>several/a number of</p> <p>a little/a few</p> <p>(a) sort of / (a) kind of</p> <p>and so on /etcetera (etc)</p> <p>or something of that sort (kind)</p> <p>(,) and the like</p>	<p>whatsit / thingy / thingummy / gimmick / widget / gizmo</p> <p>instead of</p> <p>because</p> <p>might (conveys doubt: «I don't think so»)</p> <p>so to say</p> <p>a book about</p> <p>how come</p> <p>lots / a lot of / many / much</p> <p>masses of / heaps of / bags of/ loads of / oodles of / umpteen</p> <p>plenty of</p> <p>mainly / mostly</p> <p>leftover</p> <p>pretty good</p> <p>dribs and drabs</p> <p>after</p> <p>every now and then</p> <p>not (so) long ago</p> <p>for some time</p> <p>for many years</p> <p>round /around / about</p> <p>a couple of/ several</p> <p>a bunch of</p> <p>a touch of/ a scrap of</p> <p>a little/a few</p> <p>a (little) bit / a tad</p> <p>(a) sort of / (a) kind of / kinda</p> <p>and all (that sort of thing)/ or stuff (like that)/ or what have you/ you name it / and whatnot</p>
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CULTURE FLAVORED WORDS

MIND some culture flavored elements encountered in the language of science. Remember that the meaning of various linguistic devices will always be context-specific.

- **aggressive** *ефективний, гійовий*
- **challenging** — *складний, але цікавий, перспективний* (used RATHER THAN difficult)
- **challenge** — *складна задача/проблема, яку цікаво вирішити/розв'язати; виклик; випробування*

to challenge — *кидати виклик; ставити під сумнів; не погоджуватися*

ALSO: **conundrum** *складне завдання, що його треба вирішити*

- do NOT say «I have a problem (with)...»
SAY instead «I have a **concern** (about)...» OR «I have a **question** (about)...»
- do NOT say «cheap», SAY instead «**cost-effective**»
- **interesting** (important but somewhat unexpected or strange) *гецо цікавий*
- **very interesting** and **its equivalents**: more interesting; the most interesting; of great interest; interesting and provocative; interesting and intriguing (*гуже/справгі*) *цікавий*; Interestingly, ... *Цікаво, що...* (*ужите на початку речення як засіб привертання уваги читача*)
*Better still, ... = A more interesting idea...
- **to argue** *зазначати, уважати; мати підстави вважати*
- **arguably/it seems** *очевидно; імовірно; вочевидь*
- **timely; acute; high priority; top priority; current; present-day; hot; burning; urgent** *актуальний; на часі; нагальний*
- **timeliness / scientific relevance** *актуальність (дослідження)*
- **research novelty / (the) novelty of the research** *новизна дослідження*
- **new/ brand new/ the latest/ the newest/ the recent/ (most) novel/ innovative/ frontier/ cutting edge/*state of the art**: *сучасний; новий; новітній; новаторський.*

The phrase *state of the art implies the newest or best techniques in some product or activity.

- **certain*** — some but not all *геякий, геякі*
- **certain**** — particular; specific; of a particular but not clearly described type *певний, певні*
- **plausible** — seeming to be true or reasonable; more or less OK, but may be not true, reasonable or feasible (*прийнятний*) *за певних умов*
- **compromised** *невдалиї*
- **moot** — controversial, debatable; deprived of practical importance, abstract or purely academic; concerned with a hypothetical situation *такий, про який важко сказати напевне / напевно не можна стверджувати / можна лише теоретизувати з приводу...*

Exercise 12. Render the following sentences into Ukrainian.

1. Aggressive design goals include, but are not limited to low cost, small form factor, and high-speed data transfer.
2. We do not have problems, we have challenges.
3. This is a challenging task.
5. The conundrums of the craft of teaching occupy many prospective teachers.
6. The challenges of producing such promising devices are numerous.
8. This resulted in thinly educated faculty, academically weak students, and unchallenging curricula.
9. None of these things damage the collection, however, they simply give the collection an interesting, and somewhat hard to characterize feel.
10. This paper challenges some widespread views.
11. But it is interesting that he pays almost no attention to it.
12. The above discussion suggests some interesting avenues of further research.
13. One of the more interesting techniques for enhancing information system security is described below.
14. Of great interest, therefore, is whether providing students with relevant activities would facilitate the learning of a specific grammatical form that is difficult for them to learn.

15. Interestingly, many students mentioned that they learned at least as much from observing fellow students perform as they did by performing themselves.
16. Client/server is a hot topic — but a term that is overused, confusing, and poorly defined.
17. Innovative approaches to the integration of such systems are keys to achieving these goals.
18. The system's most novel aspect is its introduction of the concept of fusion.
19. A novel technology has been developed to design high-performance components.
20. To accomplish this feat, a novel element has been developed.
21. Nanotech is the new frontier in biomedicine.
22. I argue against the opposite position.
23. It is also argued that such services are highly wasteful of resources.
24. Arguably, such concepts are beyond the scope of linguistic competence.
25. This limits the usability of some applications in certain situations.
26. It is used in certain applications such as audio.
27. For example, your house is in a certain location, has a specific size, was built in a certain style in a certain year out of particular materials, and is a certain color. It currently belongs to you, has a certain market value, and so on.
28. A rather more plausible scenario is that an alternative method of communication could emerge, which would eliminate the need for a global language.
29. Core values of our conventional system may be compromised.
30. And it doesn't matter what the original purpose was. That's moot.

SOME WAYS OF QUOTING

Charles Kingsley	says, argues, writes, states, claims, shows,		
In the words of Charles Kingsley,	suggests/proposes,		«We act as though comfort and luxury were the chief requirements of life, when all that we need to make us happy is something to be enthusiastic about.»
In Charles Kingsley's words,			
To borrow Charles Kingsley words,			
As Charles Kingsley put it, According to Charles Kingsley,			
Charles Kingsley	notes	that	we act as though comfort and luxury were the chief requirements of life, when all that we need to make us happy is something to be enthusiastic about.
	observes		
Charles Kingsley	has spoken	of the fact that	
«We act as though comfort and luxury were the chief requirements of life, when all that we need to make us happy is something to be enthusiastic about,»	said/says noted argued observed stated		Charles Kingsley.

The scientist	defines what he calls describes	the Babel Effect. (the) so-called Babel Effect.
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It is classified as a floral-aldehyde,	per according to	Jan Moran.
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Frohmann (1994) applies the kind of discourse analysis practiced by Michel Foucault to the field of Library and Information Science.
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Exercise 13. Employ various ways of quoting. Be creative!

Somerset Maugham: «*It's a funny thing about life; if you refuse to accept anything but the best, you very often get it.*»

Steven Wright: «*You can't have everything. Where would you put it?*»

Thomas Edison: «*Opportunity is missed by most people because it is dressed in overalls and looks like work.*»

Henry David Thoreau: «*Do not hire a man who does your work for money, but him who does it for love of it.*»

Mykola Gogol: «*It is no use to blame the looking glass if your face is awry.*»

Exercise 14. Match the columns, whenever applicable.

A.

R&D	invalid	question(s)	point of view/
S&T	wrong	resource(s)	view(point)
	incorrect	need	
serious	false	tools	method(s)
	erroneous	expertise	technique(s)
hands-on	misleading	efforts	procedure(s)
	confusing/confounding	idea(s)	approach(es)
leading/top/ most successful	unreliable	concept(s)	
	bad	data	scientist(s)
	no good	findings	researcher(s)
important	simplistic/oversimplified	results	investigator(s)
valid	completely wrong approach	outcome	scholar(s)
improved	utterly hopeless	evidence	coworker(s)
promising	formidable	facts	colleague(s)
reinforced	bogus		peer(s)
strengthened	clueless	title/topic	coauthor(s)
correct	farfetched	subject	editor(s)
accurate/precise/ exact	bizarre		reviewer(s)
sophisticated	malfunctioning	plus(es)/merits/ benefits/advantages	
good	underperforming		PhD candidate/ doctoral student
cost-effective	vulnerable	mistake/error	research advisor
efficient	troublesome	confusion	learned secretary
effective		discrepancy	
reliable	out-of-date/ outdated	misunderstanding	thesis
modern/updated/ up-to-date	obsolete	disadvantage	dissertation
upgrade(d)		drawback	paper
strong	frustrating	downside	text
robust	pricey / costly	minus/demerit/pitfall/ loophole/fallacy/ limitation	writing(s)
competitive	controversial		book(s)
stunning	compromised	conflict / argument / disagreement	monograph(s)
noteworthy	so-so		treatise(s)
	mediocre		article(s)
	lackluster		case study

newsworthy	allied	stalemate	abstract
elegant	related		summary
highly efficient		hypothesis	resume
technologically savvy	established	theory	synopsis
aggressive		assumption/supposition	survey/overview
promising	emerging / nascent	interpretation	review(s)
reputable			report
comprehensive		area(s)	textbook
in-depth	current	subject area(s)	manual/user's guide
straightforward		field(s) /discipline(s)/	grant proposal
clear(cut)	relevant / pertinent /	domain(s)/realm	conference proceedings
lucid	germane (to)		journal
		affiliation	abstracting journal
easy-to-comprehend		research	refereed journal
	unique	study	(annotated) bibliography
far-reaching	one-in-a-million	investigation(s)	glossary
the best possible	one of a kind	inquiry	footnotes
by far the best	extraordinary	insight into	map(s)/atlas(es)
proactive			gazetteer
		basis	table of contents
first-of-its-kind	routine	paradigm	chapter(s)
cutting-edge	ordinary	framework/context/situation	standing committee
up-to-date	usual	background	steering/organizing
state-of-the-art		foreground	committee
new/ novel		underpinning(s)	
innovative/ frontier		rationale	poster presentation
seminal		components/parts	mailing list(s)
landmark		academic(s)/	session/sitting
		higher school educator(s)	roundtable (discussion)
indispensable			rump session
timely			

B.

to deal with/touch upon/address	parameter(s)	
to use/employ	technique(s)	
to work out/ develop		
to offer/suggest/put forward	approach(es)	
to apply		
to define		
to enumerate / to list	outline/layout	in full detail
to examine		
to add	section /sector / component /	
to determine	subsection	
to emphasize		
to compare/contrast	proportion / ratio / relationship	(only) tentatively
to discuss		
to introduce	issue(s) /problem(s) /	
to summarize	matters /questions	
to observe		
to reveal	result(s)	
to confirm	template	
to verify		
to refute	(rough) draft	
to assess/evaluate/estimate	fact(s)	
to demonstrate/show	concept(s)	
to specify	principle(s)	
to indicate	theory (theories)	
to place/put/lay emphasis on	experiment(s)	
to run/do/perform/	a crucial question /	
conduct	the key point /	
	one of the most important issues	
to solve		
to tackle	the problem	
to frame/formulate	a hypothesis	

BASIC INTONATION PATTERNS

NOTE. Please take care of the appropriate intonation, pitch, stress, pausing and phrasing — an important part of the English language rhythm.

Yes/No Questions, as well as Negative Questions require final rising tone (pitch).

Are you ready?
 Do you like driving?
 Does she like telling jokes?
 Did you find it, Rose?
 Did you work all day?
 Is he shopping? **Cf.** He is shopping?
 Is she out? **Cf.** She is out?

Couldn't you speak slower, please?
 Wouldn't you feel safer this way?

Could you lend me 20 **euros**? (normal statement)
 Could you lend me **20** euros? (not ten or fifty)
 Could you lend **me** 20 euros? (not anybody else)
 Could you **lend** me 20 euros? (I don't want you to give it to me)
 Could **you** lend me 20 euros? (I've asked other people)
Could you lend me 20 euros? (Do you have that much — is it possible for you?)

Do you like **cole slaw**? (a specific kind of cabbage salad)
 Do you like **cold** salad? (the way the salad is served)

Are you «**busy Michael**»? (I heard it was your nickname)
 Are you busy, Michael? (Do you have free time?)

Questions with Wh-words (What? Where? When? Who? Why?/How come? How?) as well as answers to them require a final falling tone (final falling pitch).

Where have you been?
 Who did it? Why did she do it? Where did they do it? Why?

What time is it? It's 5 p.m.
 How come we haven't considered this opportunity?
 Do you know what his native language is?

Why don't we get together again? Sounds good. It's a superb idea!
 When did you see him? Yesterday.

NOTE. Mind the difference:

What do you think? Як ви гадаєте? Яка Ваша думка? Що ви думаєте (про це /з цього приводу)?

What do you think of my book?

What do you think of this infomercial?

How do you think? Як (**яким чином, у який спосіб**) ви думаєте?

How do you think? How do you formulate your thoughts and ideas? What form do they take inside your head? Random, scattered words? Images? Movies? Conversation? Music? What?

Cf.:

How do you think the general public view science?

How do you feel about it?

Alternative Questions (questions with OR) require a rising tone before OR, falling tone after OR.

Would you like a monograph or a dictionary?
 Would you like a book or a journal or an atlas?

Statements usually require falling intonation.

High pitch generally indicates new or contrasting information, discourse cues, the views of another speaker or other authors. **Low pitch** usually conveys something given, predictable, or merely marks function words. It also indicates finality, the end of a thought. Plateau could signal continuation, topic development, interdependency between current and subsequent statements by the author, and may also mark current topic closing, with asking for permission to go on further.

I can **do** it. (affirmation)
 I **can't** do it. (negation)
 I know it's true.
 She is shopping.
 He is out.
 Some people have intriguing pastimes.
 It's a computer that I want for my birthday.

Sentences starting with IF require a rising intonation in the first part, and falling intonation in the end.

If you need this **book**, give me a **call**.

In enumerating (making a list) use the rising tone on all the items except the last one.

The New Yorker Store sells «The Complete New Yorker» on DVD and hard drive, signed books by New Yorker contributors, desk diaries, and other New Yorker merchandise.

Please mind the pauses (///).

Olga said Michael is upstairs. (Olga is talking about Michael)
 «Olga», /// said Michael, /// «is upstairs». (Michael is talking about Olga).

Finally, /// we decided to do it ourselves,/// no matter how long that would take.

«Although I do firmly believe /// that the brain is a machine, /// whether this machine is a computer /// is another question» (Rodney Brooks).

Arguably, /// the phrase «part of», /// as opposed to «a part of», /// is more dramatic, /// literary, /// and is more common in writing. /// It also has a more professional tone. At the same time, /// there may be some distributional differences. For example, /// an educated native speaker might use the first sentence /// but not the second: ///

1. It's a part of life /// I've never been interested in.

2. It's part of life /// I've never been interested in.

«Part of»/// might also be preferable /// when you're referring to a section /// or a segment.

Expressing positive and negative emotions (disbelief, sarcasm etc) and commands requires a final falling tone.

What a challenging task!
 What a nice day!
 I had a great time.
 Oh, no.

Fill it out.
 Put it down.
 Follow the instructions.

Aw, c'mon, Dad! (Oh, come on / Stop teasing me!)

Expressing surprise requires a rising tone. A possible comment to it (with differing information or just a tag question) requires a falling tone.

— I like jogging.
— Really?

— I go there every other week.
— You do?

— I am fond of Internet surfing.
— You are?

— I went to the theater yesterday.
— You did?

— What an impressive presentation!
— Impressive? You think it's impressive?

— I have been to Paris.
— Have you? I thought you've been to Monte Carlo.

— I am off to the library.
— The library? Today? I thought you might go to the department meeting instead.

— They weren't there, were they?
— No, they weren't.

— You weren't late, were you?
— No, I wasn't.

PRONUNCIATION TIPS

VOWELS

NOTE 1. American English: r after a vowel - (r)

mother care sure park where under the weather cashier near
here atmosphere store floor supermarket door alternative depart
early four more important hours temperature readings expertise zircon

NOTE 2. American English: ju: → u: few // [u:^w OR ju:] knew dew due to
newspaper introduce new New York

[ju, jə OR ju:] you

i it is if this device criticism probably fifty-fifty issue even degree election
experiment exam examine determine exactly serendipity painted veils picture dictionary
learned secretary naked eye long-awaited I have decided to resolve the issue.

i: sequence nominee attendee degree unique elite colleague expertise breathe pizza

[i OR i:] detail

Mind the contrast: sheep — ship heel — hill cheeks — chicks leave — live

iə period criterion cafeteria stereotype Is there a cafeteria near here? // [i:^h] vehicle

i — **open your mouth wider** → *e* friend any experiment stereotype everybody shelf
decade Venice breath says technique unless ten cents best scent expertise hotel Nobel

Mind the contrast: win — when wrist — rest bill — bell fill — fell till — tell

e → *e^əi* opaque fragrance veil decade elite nation gauge/gage bathe beige

Mind the contrast: pepper — paper tell — tale test — taste

e → *æ* **open your mouth wide** absolutely manager exactly natural national plan
paragon paradigm access examine rationale automatic salmon swank ant and

NOTE 3. American English: ask answer past fast last enhance sample

Mind the contrast: pen — pan men — man said — sad

æ → ʌ tongue up and back mother

Mind the contrast: cap — cup bag — bug rag — rug

æ → e^əi

Mind the contrast: natural — nature national — nation

ə («shwa») an onion bananas a question some chocolate a cup of coffee percent
complexion perception presentation proposal per diem politician musician fashion
graduation nation national and

Linking (do NOT pronounce «d»): wait and see and so on and so forth pros and cons

eə^(t) air airy hair vary various fair country fair fairy tale

a:^(t) father mark park parliament palm bizarre Martha's Vineyard

ʌ → o tongue down and back: get ready to pronounce ʌ, but ACTUALLY say o
knob nod It's not a problem, colleague.

Mind the contrast: hat — hot nut — not cut — caught

ʌ → o^əi toy boy enjoy noisy annoying noise

Mind the contrast: ball — boil all — oil hall — oyster

ʌ → au^(w) how now house town hour south Calm down!

Mind the contrast: pound — pond found — fond south — southern

a: / ʌ → /ɜ: (t) star — stir far — fur hard — heard shut — shirt
early world journal occur thirty thirtieth circumstances perfect superb survey
interpret determine commerce

a^əi I might try design item fly high like clockwise paradigm otherwise
primary criteria aisle rhyme verify finally invite Michael library

ɔ :u^w [OR ə (:)u^w] OK. Oh, no. Hello! window vogue coat yoke snow
although focus component folk studio memo innuendo Yosemite National Park

Mind the contrast: hall — hole bought — boat ball — bowl

o → ɔ:

Mind the contrast: obvious — awe trough — thought

ɔ:/o → u short, relaxed sound put good look

Mind the contrast: talk — took ball — bull fall — full

u → u:^w tongue up and back route blue shoes smooth

Mind the contrast: full — fool pull — pool

auə (t) our hour flour flower

aiə (t) fire higher acquire

Tongue Twisters:

truly rural
very scary
no lemon, no melon
never odd or even
wet and windy Wednesday
a short sword
We arrived safely.
You know New York.
She said he should sit.
She sees cheese.

Onions anyone?
a cup of proper coffee
Mommy makes money.
Little Mike rides his bike.
Eddie edited it.
If you notice this notice, you will notice
that this notice is not worth noticing.
Awful or awesome? Nice or naughty?
World Wide Web
Let's gather together!

CONSONANTS

p t (tongue — behind front teeth) k f h s θ voiceless
b d (tongue — behind front teeth) g v z ð voiced

Linking (pronounce initial linking sound only): R&_D Let_Ted meet_Ben.

Mind the contrast:

pie — buy	boat — vote	and — ant
pear — bear	best — vest	write — ride
pack — bag	feel — veal	tie — dry
coat — goat	fine — vine	pulled — pushed
back — bag	few — view	closed — watched
big — deal	fly — try	opened — walked
	leaf — leave	filled — brushed

hill hello husband hope happen happy vanity fair verifiable evidence emphasis

s (voiceless; touch side teeth with the sides of your tongue; tongue forward)

psychology	psyche
psychological	pseudo-politician

Linking (pronounce initial linking sound only): *Let's_stay at the hot?!. It's his_sweet.*

z (voiced) *languages questions gestures Rosslyn xylophone rhythm*

Mind the contrast:

sip — zip	worth — worthy	free — three	day — they	north — northern
price — prize	breath — breathe	first — thirst	dare — there	south — southern
face — faith	bath — bathe	sink — think	tree — three	
size — scythe	bathe — beige	mouse — mouth	tent — tenth	

What's this? What's that? Is it authentic? Is this authentic? Is that authentic?

This is the author with the co-authors.

This is the Xerox. This is the new hypothesis. Is this the method? Is this the zenith?

Thank you. Thanks a lot. Thanks a million!

Upscale Bethesda. Birth certificate. A thorough analysis. I think it's the thirtieth.

I thought a thought. Suzuki method.

Is today your father's birthday? It's the thirteenth of September. Ken is back to Quebec.

ʃ → ʃ (sh) push your lips forward a little; make it soft, voiceless

push issue tissue cashier show sure insurance Chicago

Linking (pronounce initial linking sound only): *Spanish_shawl Danish_ship*

Mind the contrast: sea — she sell — shell

sushi parachute She sells seashells at the seashore. Nice suit. It's her suite.

ʃ (t+ch → (t)ch) soft, voiceless (similar to Ukrainian «ш»)

ʃ - ʒ (sh → zh) soft, voiced (similar to Ukrainian «ж»)

beige treasure measure Asia pleasure occasion television garage genre gauge/gage

tʃ (sh → (t)ch) soft, voiceless (similar to Ukrainian "ч") picture watch

ts pizza

Mind the contrast: what — watch cash — catch pita — pizza

[s + (t)ch] *posture gesture gestures question questions*

dʒ (tsh → (tsh)dzh) soft, voiced (similar to Ukrainian «(ч)дж») *joke John agency*
magenta large region passenger bridge cutting-edge procedure change original
This job is just about done.

Mind the contrast: cheap — jeep gimmick — gadget — widget

Pronounce BOTH sounds: orange juice large gem beige jersey teach geometry rich George

uw → w **lips round and hard** wonderful Hawaii question anyway twenty between
twilight Washington squirrels ennui Swedish sweater interview consequences quietly
persuade worldwide web Wendy went Victor voted quocker-wodger Thanks anyway.
Wish you were here.

Will you win, William? Why worry? Why waste time? Why wait in vain? Which wristwatches
are Swiss wristwatches?

Mind the contrast: vest — west veil — whale windy — village twelve overview very well
wide variety Victor went Wendy voted

[vwa:'la:] Voila!

ju you huge Houston	je yes yet use yesterday yellow
[juwstə] used to	jə opinion jɔ: York

m **n**

Mind the contrast: mine — nine me — knee mice — nice

ŋ morning something finger singer strong
ran — rang thin — thing sink — sing rink — ring

l («light» l — similar to Ukrainian Poltava region «л») **L** («dark» l) littLe
ten — teLL pin — piLL bone — bowL

Mind the contrast: lunch lemonade marvelous olives **VS.** faLL Michael puLL fauLt
aLways saLe

r very restaurant country interesting library cricket critic quite right truly
rural February third strange but true extremely clear a pleasant present angry gesture
Greek grapes! Write right!

Mind the contrast: no — low nine — line snow — slow fly — fry glass — grass
long — wrong night — light — might — right

RHYTHM PATTERNS

<p>o . o Do it right. Have a sit. When's your class?</p>	<p>o . . o Shop at the mall. How did you know? Where shall we go? Where have you been?</p>
<p>. o . . Incredible. He's different. Examine it.</p>	<p>. o . I'd love to. They need it. She couldn't.</p>
<p>. o . o I need a break. She answered the call. We ordered the book.</p>	<p>. o . . o She knew that I would. We hated to leave. I'm sure that he will.</p>

Noteworthy

Choose a job you love, and you will never have to work a day in your life.

Confucius

First learn the meaning of what you say, and then speak.

Epictetus

Say not, «I have found the truth,» but rather, «I have found a truth.»

Kahlil Gibran

Use soft words and hard arguments.

English Proverb

Good science is never outdated.

H. Shwan

*The endless cycle of ideas and action
Endless invention, endless experiment
Brings knowledge of motion,
But not of stillness.
Knowledge of speech, but not of silence.
Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?*

T.S. Eliot, Choruses from «The Rock»

Unit 2

The Importance of Science

Expressing Quantity

Writing Scientific Abstracts

**Tips for Dealing with Reading
Comprehension Tasks**

TEXT

Read the text and be ready to answer the questions that follow.

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

Curiosity is the most powerful **motivation** for research professionals — and for many amateurs, too. Science clarifies, explains and **occasionally** predicts. Understanding a piece of universe can bring **satisfaction** and excitement to anyone. Science serves the missions of **improving** health, national security, energy, the environment and communications, it creates new products, meets the demands of **emerging** markets and satisfies social needs. But even strong **faith** in science may crack in **strained circumstances**.

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

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

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

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

The entire professional community must pay more attention to building a scientifically literate society. Support for science, and for the **benefits** of technology, increases with educational level. To be successful, we need more science, not less.

result — something that happens because of an action or event. Synonym: outcome; укр. результат, наслідок
diverse — different (from each other), showing variety укр. різноманітний
motivation — need or purpose. Synonyms: incentive, stimulus, motive укр. стимул, мотивація
occasionally — укр. час від часу, інколи
to satisfy — to give enough for укр. задовольняти
to improve — to make better укр. поліпшувати
to emerge — to come or appear from inside or from being hidden укр. з'являтися
faith — firm belief, trust, complete confidence укр. віра
strained circumstances — difficult because lacking money. Synonym: money is short укр. фінансова скрута
to encounter — to meet or have to deal with (esp. something difficult) Synonym: to be faced with укр. стикатися з, натрапляти на
related — connected in some way укр. суміжний, пов'язаний
undertaking — a job, a piece of work or anything needing effort укр. нелегка справа
community — a group of people living together and/or united by shared aims and interests укр. спільнота
long-range — covering a long distance or time укр. довгостроковий, довготерміновий
ample — enough or more than enough укр. достатній
stern — firm, strict, severe укр. суворий
essential (to, for) — completely necessary for the existence, success of something. Synonyms: most important, notable, fundamental. Also: indispensable — too important or too useful to do without укр. нагально необхідний, істотний, суттєвий, дуже важливий
to expand — to increase in size, number, volume, degree; to grow larger, to broaden укр. збільшувати, розширяти
accessible — easy to reach, enter or obtain. Synonym: obtainable укр. доступний
accessibility — доступність
access — доступ
benefit — anything that brings help, advantage or profit укр. перевага, користь

NOTE.

<u>переваги</u>	<u>недоліки</u>
advantage(s)	disadvantage(s)
merit(s)	demerit(s)
plus(es)	minus(es)
benefit(s)	weakness(es)
	shortcoming(s)
	limitation(s)
	pitfall(s)
	drawback(s)
	loophole(s)
upside(s)	downside(s)

1. What are the motives for doing science? What is the most powerful motivation?
2. What are the missions of science?
3. Are there any problems concerning scientific development?
What are some possible ways of solving them?
4. What can be done to build a scientifically literate society?
5. What major conclusions does the author arrive at?
6. Why did the author mention «the goddess» and «the cow»?
7. What was the author's purpose for writing this passage (to inform, to describe, to persuade, to explain, to entertain or something else)? What is the author's opinion on the subject?

Exercise 1. Give English equivalents to:

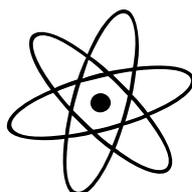
сильний стимул; професіонали та аматори; різноманітні мотиви; поліпшувати; слугувати меті; час від часу, фінансова скрута; довкілля; задовольняти потреби; довгострокові цілі; наукова спільнота; некомерційні організації; розширяти доступність знань; приділяти більше уваги; переваги науки та техніки; національна безпека; встановлювати пріоритети.

Exercise 2. Discuss the following point. Use an example provided below as possible response to the issue raised.

Problem: Around the world science is both indispensable and **vulnerable**. Indispensable because the world has goals that can be reached only with deeper understanding. Vulnerable because money is short and patience with research is running short, too.

Sample answer: Why support science? For hundreds of years one justification has been that research fulfills a passionate human **quest** for knowledge. But these days curiosity is not enough. Most people support science and think research leads to practical benefits: economic growth, better health, labor saving devices. The challenge is to integrate the drive for knowledge with the delivery of useful outputs.

vulnerable — weak, not well protected, sensitive, easily harmed
укр. уразливий
quest — a long search, an attempt to find something
укр. пошук



EXPRESSING QUANTITY

I. LARGE QUANTITY

With count nouns	With both	With non-count nouns														
<p>MANY (<i>more, the most</i>)</p> <p>There are many books in our library. У нашій бібліотеці багато книг.</p>	<p>A LOT OF</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">books</td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">time</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">a lot of</td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">книг</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">багато</td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">часу</td> </tr> </table>	books		time	a lot of		книг	багато		часу	<p>MUCH (<i>more, the most</i>)</p> <p>Much time is needed to solve this problem. Для розв'язання цієї задачі потрібно багато часу.</p>					
books			time													
a lot of		книг														
багато		часу														
<p>A GREAT NUMBER (OF) LARGE</p> <p>a great number of students багато студентів (велика кількість)</p> <p>*not a few *quite a few *(a) host (of)</p> <p>There are not a few / quite a few universities in the U.S. У США багато університетів. They have a host of friends. У них багато друзів.</p>	<p>A LARGE AMOUNT (OF)</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 0 5px;">a large amount of</td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">water (велика кількість води)</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;"></td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">information</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;"></td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">knowledge</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;"></td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">evidence</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 5px;"></td> <td style="padding: 0 5px;"> </td> <td style="padding: 0 5px;">significance</td> </tr> </table>	a large amount of		water (велика кількість води)			information			knowledge			evidence			significance
a large amount of		water (велика кількість води)														
		information														
		knowledge														
		evidence														
		significance														

OTHER EXPRESSIONS DENOTING LARGE QUANTITY:

a great deal of	a great deal of money — багато грошей
a great variety of	a great variety of reasons (багато причин)
a wide range of	a wide range of different opinions (багато різних думок)
abundant = plentiful	The country has abundant supplies of oil and gas. У цій країні великий запас нафти та газу.
myriad(s)	a myriad stars — велика кількість зірок, міриади зірок
plethora	a plethora of suggestions — надмір пропозицій

II. SMALL QUANTITY

With count nouns	With non-count nouns
<p>FEW (<i>fewer, the fewest</i>)</p> <p>They asked <u>few</u> questions. Вони поставили мало запитань. *a few — трохи, невелика кількість I may be <u>a few</u> minutes late. Я можу трохи запізнитися.</p>	<p>LITTLE (<i>less, the least</i>)</p> <p>We paid <u>little</u> attention to the proposal. Ми майже не звернули уваги на пропозицію. *a little — трохи, невелика кількість I have <u>a little</u> money. У мене є трохи грошей.</p>

minute, tiny, infinitesimal — крихітний

a bit (of) / a dollop (of) / a grain (of) — невелика (незначна) кількість, дециця; трохи. I'm a bit tired.
Я трохи втомився. There is a grain / a dollop of truth in what you say. У ваших словах є дециця правди.

scarce — мало, обмаль. This winter snow was scarce. Цього року взимку було обмаль снігу.

Use some in affirmative sentences — I have some time. У мене є трохи часу.

Use any in negative and interrogative sentences — I don't have any information.

У мене немає ніякої (бодай найменшої) інформації.

Are there any letters for me? Чи є для мене (якісь) листи?

sufficient enough ample (a) plenty of		достатня кількість
--	--	--------------------

We have plenty of time — У нас досить часу.

We have enough seats for everyone — У нас досить місць для усіх.

sufficient information — достатня інформація

ample money — досить грошей

a bunch of several a number (of) a couple (of) some		декілька	a bunch of		students flowers	група студентів букет квітів
		He wrote	several a number of		articles.	

Він написав декілька (низку) статей.

BUT:

the number (of) — кількість

The number of students in our group is 12.

У нашій групі — 12 осіб.

Approximators:

not exceeding / no more than / up to — не більш(е) (ніж/як), до
approximately

nearly

about / around / some

almost

roughly

close to

2 hours — приблизно (майже) 2 години.

relatively

rather

fairly

good — доволі добрий Або: X is good enough.

Succession:

The first, the second ... the last — перший, другий ... останній

***the former** — перший за переліком

***the latter** — останній за переліком

| з декількох згаданих вище.

Of the two possibilities the former seems more interesting (than the latter).

З двох можливостей перша видається більш цікавою (ніж друга).

(Also: former — колишній, the former president — колишній президент)

*every other — через одного; кожен другий; раз на два

every other year — кожні два роки (раз на два роки)

*in succession, in a row — поспіль, підряд

*the last but one

| передостанній

*the last but not least — останній за переліком, але не за значенням (важливістю)

*between — (поміж) двома

*among — серед трьох та більше

NOTE

the last останній	the latest найновіший, найсвіжіший (про новини, інформацію, тощо)
Have you read <u>the last</u> book by academician Vernadsky? Ви читали останню книгу академіка Вернадського? <u>The last</u> chapter presents conclusions. В останній главі наводяться висновки.	Have you read <u>the latest</u> article by our professor? Ви читали нову статтю нашого професора? The author provides the reader with <u>the latest</u> information. Автор надає найновішу інформацію.

the most найбільш	most більшість
This is <u>the most</u> interesting article I have ever read. Це найбільш цікава стаття серед тих, що я коли-небудь читав.	<u>Most</u> scientists usually work on one or two projects at one time. Більшість вчених звичайно працює над одним або двома проектами одночасно.

MIND:

- *for the most part / mainly / in the main / basically /generally — в основному, здебільшого
- *to make the most of — використовувати найкращим чином
Make the most of your studies!
- *another, a second, one more — ще один
- *other — ще один, інший (з декількох)
- *the other — останній, що залишився
- *in (full) detail — докладно, детально, ретельно, в усіх деталях (у найменших подробицях)

leftover, remainder	решта,
vestige(s)	залишки

OTHER EXPRESSIONS:

<p>a dozen = 12 a score = 20 a quarter = 1/4 a half = 1/2</p>
--

1,2,3... 80... 100... 300...	percent Ø hundred Ø million Ø	BUT:	hundreds of millions
	billion Ø dollars		10 dollar Ø bill(s)

- * billion — мільярд — 10⁹
- two times / twice — двічі
- three times / thrice — тричі
- * **-fold** There has been a **twofold** increase in company's business.
Прибуток компанії збільшився вдвічі.

twice	as little	вдвічі	менший
	as much		більший

NOTE

Mind such phrases as: «as much as», «as small as», «as early as»
as early as 1970 — (ще) у 1970 році

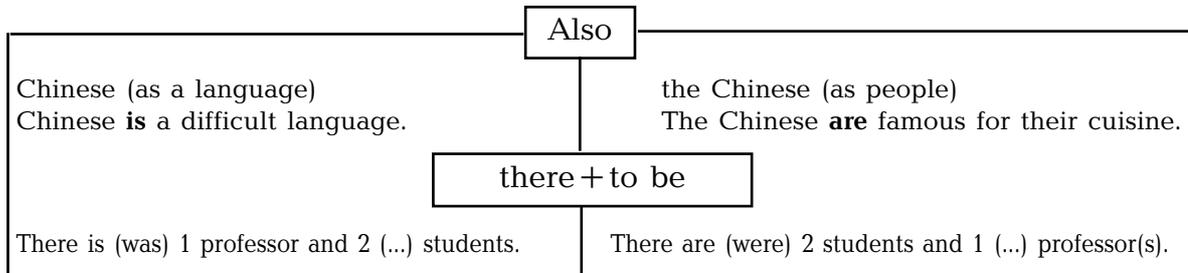
MIND:

<i>Singular</i>	<i>Plural</i>		<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
quiz	quizzes		half	halves	ox	oxen
penny	pennies			BUT:		
	pence		roof	roofs		
<i>Singular</i>	<i>Plural</i>		<i>Singular</i>	<i>Plural</i>		
deer	deer	BUT:	fish	fish		
sheep	sheep		fruit	fishes (коли ідеться про різні види риб)		
				fruit	fruits (коли ідеться про різні види/сорти фруктів)	

IS or ARE?

experience research time (5 minutes, 10 years/decade) money (40 dollars) distance (50 miles) the number (of) more than one person 1 + 2, 12 + 80 (...) news data evidence Transactions / Annals (у назвах наукових журналів) ethics (a branch of philosophy) statistics (as a science dealing with and explaining a collection of numbers representing facts or measurements) electronics (science)	IS	experiences staff police goods a number (of) several thanks data ethics statistics (as a collection of numbers representing facts or measurements) electronics (electronic devices and systems)
---	----	--

ARE



WITH COLLECTIVE NOUNS:

committee faculty class team audience public personnel	<p style="font-size: 1.5em; font-weight: bold;">IS</p> having their meeting (as a group) <p style="font-size: 1.5em; font-weight: bold;">ARE</p> going back to their homes (separately)
--	--

BORROWED PLURAL FORMS:

on → a um → a	phenomenon — phenomena феномен (явище) феномени (явища) curriculum — curricula навчальна програма — навчальні програми	Also possible: symposium → symposia → symposiums criterion → criteria → criterions
is → es a → ae	analysis — analyses аналіз — аналізи formula — formulae формула — формули	formula → formulae → formulas
us → i	nucleus — nuclei radius — radii ядро — ядра радіус — радіуси	BUT: corpus — corpora/corpuses
ix/ex → ices → exes	index — indices / indexes індекс — індекси (показчик — показчики)	appendix — appendices / appendixes (додаток — додатки)
*bureau — bureaux бюро, офіс, заклад — бюро, офіси, заклади *dogma — dogmata / dogmas догма, доктрина, вчення — догми, доктрини, вчення		

singular	plural
man woman child tooth goose mouse ox person, human being half passer-by experience alumnus (male), alumna (female)	men women children teeth geese mice oxen people, human beings, humans halves passers-by experience(s) alumnae/alumni / graduates
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> knowledge research aircraft spacecraft know-how equipment personnel </div>	
a piece of information a piece of news a piece of advice a piece of furniture a piece of paper a piece of luggage a piece of luck	information news advice furniture paper luggage luck

According to Oxford English Dictionary, the word «phenomenon» is of Greek origin. It was originally used in English as the plural, «phenomena». It denotes a thing that appears, or is perceived or observed. It can also denote something very notable or extraordinary, a thing, or a person remarkable for some unusual quality, a prodigy.

Exercise 3. Pluralize the following words:

radius, crisis, antenna, appendix, criterion, stimulus, encyclopedia, prognosis, sanatorium, axis, aircraft, medium, matrix, nebula, phasis, optimum, syllabus, supernova, synthesis, spectrum, thesis, equipment, maximum, hypothesis, equilibrium, millennium, oasis, curriculum, phenomenon, analysis, alumna, alumnus, bureau, half, human being, person, atrium, experience, spa, issue, research, «how and why», «do and don't», literatus, tenet, child; roof, corpus; quiz; fruit; fish; ox.

Exercise 4. Translate the following sentences into Ukrainian.

1. There are infinitely many bases to choose from.
2. You may first wish to try a few examples to illustrate that formula.
3. There are many interesting results concerning matrices.
4. Unfortunately, formulas like the ones above do not come easily.
5. There did not remain any questions.
6. This is the least acceptable variant — it's not cost-effective enough.
7. The latter procedure is much more complicated than the former one.
8. There are a lot of differences among languages.
9. We do not have enough information at present to offer sound answers to these questions.
10. They have sufficient information (from which) to draw a conclusion.
11. The reaction accelerated fivefold.

12. These features are also important in a wide variety of applications.
13. The session foregrounds some of the ongoing issues.
14. Routine administrative responsibilities and myriad other chores comprise too much of a science workforce job.
15. If you need more books, there are plenty more over here.
16. We have discussed the preliminary proposals in (full) detail.
17. Electronics aboard the new aircraft are very sophisticated.
18. Many amateurs enhance the Internet. Arguably, they do a lot of research.
19. There is a huge range of clean technology available and ready.
20. Do you have room in your car?
21. No news is good news.
22. We'd like two coffees, two teas... No, make that one coffee, three teas, please.

Exercise 5. Render the following passage into Ukrainian. Pay special attention to quantity words.

All About the Opryland Hotel

Hotels aren't usually tourist attractions, but this one is an exception to the rule. Opened in 1977, Tennessee's Gaylord Opryland Resort & Convention Center is one of the largest hotel facilities in the world. With over 2,500 guest rooms and 200 suites, the place is huge, but what makes it worth a visit are the three massive atria. Together, these atria are covered by more than 8 acres of glass to form vast greenhouses full of tropical plants. There are rushing streams, roaring waterfalls, bridges, ponds, and fountains. There are also plenty of places to stop for a drink or a meal. In the evenings, live music and a laser light show can be seen in the Cascades Atrium.

The largest of the three atriums here is the Delta, which covers acres of indoor gardens and has a quarter-mile-long landscaped indoor river, a waterfall, a fountain, and an island modeled after the French Quarter in New Orleans. As you might expect of a mega property, the Opryland Hotel features a considerable number of amenities. There are numerous shops and restaurants, which give the hotel the air of an elaborate shopping mall, lounges, room service, and even wedding services. You can take boat rides on the river and, at night, catch live music in a nightclub on the island.

Exercise 6. Read the text and try to appreciate its humor. Discuss the point with your colleagues.

Marion Eppley, the developer of the standard cell that bears his name, was credited with the following anecdote:

A young high school student returned one afternoon to the small retail store his father operated in conjunction with a partner.

«Dad,» asked the student, «what are ethics? My teacher said that tomorrow we are going to discuss them.»

«Well,» said the father, «I'll illustrate. Imagine that a man comes into the store to buy some stuff. I give him the merchandise, and he gives me the money. Then, after I gave him his change, he turns to leave and I discover that the \$20 bill he gave me seems thicker than usual. On closer examination I find that there are two \$20 bills stuck together.

Here, my son, is the whole question of ethics. Do I or don't I tell my partner?»

I'm sure you see Eppley's point.

Exercise 7. Discuss the following ethical issues with your colleagues.

A. Some words and phrases in a code of ethics are subject to varying interpretations, and any ethical principle may conflict with other ethical principles in specific situations. The entire IEEE

(The Institute of Electrical and Electronics Engineers) expects our members to behave professionally and ethically at all times. In fact, I suspect that it is generally taken for granted that people are aware of and understand which behaviors are ethical and which are not. But then, we have a membership made up of people from many different countries around the world, often with radically different cultures and ways of operating. How could we all have the same set of ethical standards? Can we all be expected to understand and subscribe to the same ethics? In order to ensure that everyone has the same understanding, IEEE does have a code of ethics. And we expect that all our members and volunteers also subscribe as a condition of membership. At the same time, what we see as ethical behavior can differ slightly from person to person, in the sense of the sensitivity of single individuals to the issue at stake. What a group considers ethical also changes over time.

B. Too many talented young women don't consider an engineering career because they grew up hearing that women engineers are unattractive and unappealing eggheads with few non-technical interests — in other words, «nerdy». The project «Nerd Girls» as a humorous play-on-words, because today's undergraduate women enrolled in engineering programs are anything but nerdy. According to Tufts Professor of Electrical Engineering Karen Panetta (who organized the Nerd Girls, a coalition of nine female students dedicated to challenging the stereotype of female engineers) the mission of the Nerd Girls is to demonstrate that women can be both attractive and intelligent. Karen Panetta knew that it was tough for women to be taken seriously in her profession if they wore jewelry, nail polish and bright-coloured clothing. An associate professor of electrical engineering, she nevertheless favors pink suits, high heels and long hair. She had been told she doesn't look like a scholar and would never get grant money. Yet she proudly notes she has won five grant awards from NASA and earned a National Science Foundation career award.

WRITING SCIENTIFIC ABSTRACTS

TWO MAJOR TYPES OF ABSTRACTS:

DESCRIPTIVE	INFORMATIVE
<p>*Brief, usually one- or two- sentence paragraph explaining what the original document contains, e.g.:</p> <p><i>This report provides conclusions and recommendations on ...</i></p>	<p>*Summarizes key information from every major section from the body of the paper.</p> <p>*The informative abstract is NOT an introduction!</p>

INFORMATIVE ABSTRACTS

«FULL» VERSION	«MEDIUM» VERSION	«MINIMAL» VERSION
<p>BEGIN WITH: <i>The present paper/ This paper/ This study deals with / is about / addresses</i></p> <p>Statement of objective(s)/purpose(s)/aim(s)/goal(s) of the study (usually INDIRECT) <i>To ... (determine...)...we... (compared...)... .</i> <i>To achieve (this,)</i> <i>X(s) seek(s) to ... (anticipate/ demonstrate/analyze...).</i></p>	<p>Direct statement of objective(s) <i>Our objective/purpose/aim was to... .</i> <i>(study/test/determine...)</i> <i>Considered/Investigated here is/are... .</i></p> <p>Materials</p>	<p>Objectives and materials combined</p> <p>Methods</p> <p>Results</p>

<p>Rationale or justification for the study</p> <ul style="list-style-type: none"> ● <i>X is discussed in light of...</i> ● <i>The present paper addresses ... from the perspective of... .</i> <p>Materials</p> <p>Methods (techniques/approaches/ways)</p> <ul style="list-style-type: none"> ● <i>X analysis showed... .</i> ● <i>State-of-the-art / modern methodology was employed including (but not limited to)... .</i> <p>Results</p> <ul style="list-style-type: none"> ● <i>It is argued that... .</i> ● <i>X is considered to be</i> ● <i>The study of ... reveals (that)... .</i> ● <i>X(s) is/are elucidated and discussed.</i> ● <i>The results of the study demonstrate clear signs of</i> ● <i>X(s) seem to / appear to/ turn out to/ prove to/ happen to</i> ● <i>Emphasized here are</i> ● <i>X(s) is/are also examined/ explored/ studied/approached/ investigated/ discovered/ analysed/determined/ described/ considered/presented/evaluated discussed/shown/developed/performed/verified.</i> <p>Overall conclusion</p> <ul style="list-style-type: none"> ● <i>X indicated/ suggested... . (did not indicate/suggest...)</i> ● <i>X(s) may(be)/might (be)/ would seem to/ is/are likely to... .</i> ● <i>It can/could be concluded that... .</i> <p><i>The paper suggests theoretical and practical perspectives and directions for future research.</i></p>	<p>Methods</p> <p>Results</p> <p>Overall conclusion</p>	
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MIND:

***An abstract should convey as much new information as possible.**

***Writing an abstract, highlight the objective and conclusions that are in the paper's introduction and discussion sections.**

***Include key statistical details, if any.**

***Mind that abstracts will always be somewhat field-specific, so study English abstracts related to your particular area carefully!**

***When writing abstracts, one should state the problem and its importance, as well as the solution to the problem, and what follows from it.**

БЮЛЕТЕНЬ ВАК УКРАЇНИ 2002, № 5, с.11.

У рефераті дисертації потрібно вказати:

- Об'єкт дослідження
- Мета дослідження
- Методи дослідження та апаратура
- Теоретичні та практичні результати і новизна
- Предмет і ступінь впровадження
- Ефективність впровадження
- Сфера (галузь) використання

SUGGESTED ENGLISH EQUIVALENTS:

Dissertation synopsis should highlight the following:

- The object of the study (is)... .
- The aim/purpose/goal/objective of the investigation (is)... .
- The methods employed include... .
- A novel X ... is elaborated... .
- Outcome:
- Application:

MIND:

specifics — details деталі, подробиці
specificity — специфіка, особливості
typical of — властивий, притаманний

Try NOT to use the words «peculiar» or «peculiarities» in scientific abstracts!

MIND present-day research articles structure:

(bA)(f)//AIMRD//C(a)rb/(rw)(A)(Ab)

*brief abstract — foreword(preface) — **abstract** — **introduction** — **materials & method(s)** — **results** — **discussion** — conclusions — acknowledgement(s)/(thanks) — references— biographies — related works — appendix/appendices(appendixes)— annotated bibliography*

SAMPLE ABSTRACTS *(written by native speakers of English)*

IEEE Communications Magazine, February 2003

Optical packet switching promises to bring the flexibility and efficiency of the Internet to transparent optical networking with bit rates extending beyond that currently available with electronic router technologies. **New** optical signal processing **techniques have been demonstrated that enable** routing at bit rates from 10 Gb/s to beyond 40 Gb/s. **In this article we review** these signal processing techniques and how all-optical wavelength converter technology can be used

to implement packet switching functions. **Specific approaches** that utilize ultra-fast all-optical nonlinear fiber wavelength converters and monolithically integrated optical wavelength converters **are discussed and research results presented**.

Language Culture & Curriculum. Volume, 14 No 2, 2001. Special Issue: French Education in Canada

In this paper, we examine the language practices in three immigrant families of South Asian ancestry who reside in Canada and have chosen French Immersion education for their children. **Basing our discussion on** interview data, **we present** a profile of the inter- and intra-generational language interactions that distinguish each family. **Also, we describe** their reasons for maintaining their family language and their interest in French Immersion. **The findings reveal that** parents adopt language maintenance strategies that vary from one family to another and they attribute value to French and English as official languages of the country and important languages internationally. **Drawing on** sociocultural theories of language learning, **we argue that** these parents support language maintenance and opt for French Immersion education as part of a family project aimed at developing child multilingualism. Multilingualism **is viewed as** a means of securing advantages for their offspring nationally and internationally.

Conference workshop abstract

Bridging the Gap: Academic and Industrial Research in Dialog Technologies

In the past decade, we have seen a rapid increase of dialog systems in various industrial applications, including telephone-based services, in-car interaction systems, internet-based customer support, talking characters in computer games, and mobile devices. Industry-driven standards, such as VoiceXML, are also becoming popular. While there has been an increased amount of effort in dialog technology research in the academic world, progress from such academic research has not benefited the real world applications to a satisfactory extent. The purpose of this one day workshop is to provide a forum to bring industrial and academic researchers together to share their experiences and visions in the dialog technology development, and to identify topics that are of interest to both camps.

Exercise 8. Render the following abstracts into Ukrainian.

1. The book offers the know-how you need to understand and work with concepts.
2. How can the benefits of active networking be exploited in an environment where a large number of customers must share a common network infrastructure?
3. Can a satellite system compete with the capacity provided by terrestrial cable networks? If the answer is positive, and it will be shown in this article that it is, a second question arises: What new developments are required to migrate from the state-of-the-art satellite technology to such advanced concepts?
4. There still exist a number of barriers to the widespread deployment of Internet telephony, such as the lack of control architectures and associated protocols for managing calls, a security mechanism for user authentication, and proper charging schemes. The most prominent one, however, is how to ensure the QoS* needed for voice conversation.
5. The author challenges the emerging industry trend of adopting Internet-style distributed network control.
6. The author identifies some of the key problems one encounters when thinking about multi-access system.
7. The author explores possible transitional steps to add programmability into the Internet.
8. The class hierarchy model described in this article enables users to compose their own custom, flexible frameworks from either predefined or custom protocol components tailored to an application's needs.

*QoS — quality of service

9. Addressing the fast-growing need to integrate effective security features into wireless communication systems? This cutting-edge book offers you a broad overview of wireless security.

10. Get hands-on expertise with this complete, one-stop resource packed with straight-from-the-lab techniques, procedures and applications.

11. The five parts of the book set out current practice and ways of thinking about language policy and planning, look at methodology and the key areas of education and literacy, provide case studies of key language planning and policy issues, and examine issues toward a theory of the discipline. The book challenges academics and practitioners to identify best practices, takes a global view and provides insights into the trends in practice that will shape the field in the coming years.

12. Why do engineers «report» while philosophers «argue» and biologists «describe»? In «Disciplinary Discourses: Social Interactions in Academic Writing», Ken Hyland examines the relationships between the cultures of academic communities and their unique discourses. Hyland also presents a useful framework for understanding the interactions between writers and their readers.

Exercise 9.

Compare a brief abstract and a full version of conference workshop description. Pay special attention to information compression devices, and text structure.

Computational Approaches to Figurative Language

Figurative language, such as metaphor, metonymy, idioms, among others, is in abundance in natural discourse. The recognition of figurative language use and the computation of figurative language meaning constitute one of the hardest problems for a variety of natural language processing tasks, such as machine translation, text summarization, and question answering. As natural language processing moves to an unprecedented new stage, it has become more urgent than ever to tackle the bottleneck presented by figurative language. This workshop will provide a venue for researchers in this area to inform each other and the natural language processing community at large of the state of the art of current systems and to reach a better understanding of the new issues and challenges that need to be tackled.

Computational Approaches to Figurative Language

Figurative language, such as metaphor, metonymy, idioms, personification, simile among others, is in abundance in natural discourse. It is an effective apparatus to heighten effect and convey various meanings, such as humor, irony, sarcasm, affection, etc. Figurative language can be found not only in fiction, but also in everyday speech, newspaper articles, research papers, and even technical reports. The recognition of figurative language use and the computation of figurative language meaning constitute one of the hardest problems for a variety of natural language processing tasks, such as machine translation, text summarization, information retrieval, and question answering. Resolution of this problem involves both a solid understanding of the distinction between literal and non-literal language and the development of effective computational models that can make the appropriate semantic interpretation automatically.

As natural language processing moves to an unprecedented new stage, it has become more urgent than ever to tackle the bottleneck presented by figurative language. There has been an increasing amount of work in this area in the past few years (e.g. theoretical semantic/pragmatic analyses of non-compositional phenomena, research on psychological/neuro-linguistic modeling of figurative language comprehension and production, research on the structure of the lexicon, knowledge representation and figurative language comprehension, domain-specific figurative language detection, computational corpus studies of figurative language), but much more work needs to be done (e.g. large-scale automatic figurative language detection, automatic extraction of idioms and non-compositional phrases from large corpora, automatic semantic interpretation of figurative language, automatic figurative language generation, machine translation of non-literal phenomena, etc.).

The goal of this workshop is to provide a venue for researchers in this area to inform each other

and the natural language processing community at large of the state of the art of current systems and to reach a better understanding of the new issues and challenges that need to be tackled.

The workshop is intended to be highly interdisciplinary. We encourage the participation of people whose research deals with figurative language from different perspectives, including (but not limited to) applied linguistics, psychology, corpus linguistics, human-computer interaction, natural language processing, etc.

Topics covered by the workshop include, but are not limited to:

- (1) Computational models of figurative language processing, including
 - extracting idioms and non-compositional phrases from large corpora
 - classifying metaphoric/non-metaphoric and humorous/non-humorous language use
 - computing non-literal meaning
 - multilingual or cross-lingual processing of figurative language
 - computational modeling of human figurative language comprehension and production
 - (2) Psychological models of figurative language processing, including
 - figurative language comprehension
 - figurative language production
 - figurative language acquisition
 - (3) Corpus-driven studies of figurative language, including
 - corpus-based studies of figurative aspects of any language
 - corpus-based studies of specific linguistic cues for figurative language
 - effects of domain and genre on studies of figurative language
 - annotation of non-literal phenomena in corpora
 - (4) Theoretical discussions on literal and non-literal language, including discussions on
 - the distinction between literal and non-literal language
 - the distinction between different types of figurative language
 - cross-linguistic differences of figurative language
 - (5) Lexical and ontological resources for figurative language processing, including
 - representation of non-literal meaning in lexicons
 - development of new lexical resources for figurative language processing
 - (6) Evaluation of figurative language processing in large-scale NLP systems, such as machine translation, Computer-assisted Language Learning (CALL), question answering, dialogue systems, etc.
- The emphasis of the workshop is on computational approaches to figurative language. We particularly are interested in submissions that deal with figurative language in the context of Machine Translation, Word Sense Disambiguation, Information Extraction, Document Retrieval, Dialogue Systems, Intelligent Tutoring systems, etc.

TIPS FOR DEALING WITH READING COMPREHENSION TASKS

Good readers preview the text first, i.e. look over the **whole** passage for a moment. This helps (to) make them good and fast readers.

Anticipation and **prediction** are two basic reading skills that are used to guess or predict how the passage will develop. We anticipate before we read a passage, and we predict after the passage begins. Our anticipation is therefore related to our own personal background knowledge of the subject. After a passage begins we find «**clues**» that help us predict what is going to come next. These clues may be in the meaning or in the grammatical structure of a sentence or its vocabulary.

Some writers may announce what they hope to tell you, or why they are writing.

Writers may have something important to say in the end. Some writers repeat the main idea once more, some draw a conclusion or summarize.

Skim and scan the text. When you're skimming, go through a passage quickly in order to get a general idea of what it

whole — the complete amount, entire укр. увесь, цілий
to predict — to see or describe in advance as a result of knowledge, experience. Synonyms: to foretell, to forecast, to foresee, to make prognosis

укр. прогнозувати

clue — something, such as an object or a piece of information that helps to find an answer to the question: «I'll never guess the answer — give me another clue!»
 укр. підказ, ключ, інформація

is about. When you're scanning, look for some specific piece of information (a figure, a date, a name) that you need.

Individual words do not tell us much. They must be combined with other words, and readers should see words in meaningful combinations. Read in message units — try to group the words into phrases that have natural relationship to each other.

The paragraph is the basic unit of meaning. If you can understand the main point of each paragraph, you can comprehend the author's message.

The topic sentence, the sentence containing the main idea, is often the first sentence of a paragraph. It is followed by other sentences which support, develop or explain the main idea. Sometimes a topic sentence comes at the end of a paragraph (then the supporting details come first). Sometimes following the dominant noun through its repetitions and transformations into synonyms will **eventually** lead you to the main idea.

Just as readers read for different reasons, writers write for different reasons. What purposes may an author have for writing?

1. **Inform** — give facts or information about a subject.
2. **Define** — provide definitions on a subject.
3. **Describe** — give an account of a subject in words.
4. **Persuade** — influence a person's opinion or behavior about something.
5. **Explain** — make plain or understandable, give the reason(s) for or cause(s) of.
6. **Illustrate, compare, contrast** and so on.
7. **Entertain** — interest or please.

Sometimes distinctions among these types are **blurred**, but the purpose should always relate to the main idea. If the main idea is not stated somewhere within a paragraph, it must be inferred, or figured out from important details of the paragraph. A good reader is able to infer the things that the author **implies**.

If the author says, «Who needs it?» he or she actually implies that nobody needs it. If the author writes, «Our research primarily (but not solely) involves proactive and situated data collection for system design», the implication is **the following**: we confine our research only to several points, though potentially there could be other ramifications.

Understanding how the facts all fit together to deliver a message, is, after all, the reason for reading. Good readers organize facts as they read, they discover the writer's plan by looking for a clue or signal word early in the text which might **reveal** the author's structure. Sometimes the author gives you **obvious** signals. If s/he says «There are three reasons...» a good reader looks for a listing of three items.

eventually — at last, finally, ultimately, in the end укр. зрештою

to blur — to make less clear or noticeable укр. зливатися, ставати нечітким

to imply — to express, show or mean indirectly укр. мати на увазі, розуміти під

the following: укр. такий/таке/така:

to reveal — to show, to make known укр. виявляти

obvious — easy to see and understand, clear укр. очевидний

1. What is the subject of the passage?
2. What is meant by anticipation and prediction?
3. What is the difference between skimming and scanning?
4. What is the main idea of a paragraph?
5. What should you look for when you're trying to determine the main idea of a paragraph which is implied?

Exercise 10.

Read the passage and answer the questions about it. Dealing with multiple choice questions, choose just one correct answer out of several options given. Incorrect options are either too vague, or only partly true, or irrelevant to the question.

When colonists from Europe first arrived in America, they had to decide what to preserve of their cultural heritage, and what to discard. They also had to decide upon a means to preserve

and build upon their legacy. Their answer was the town school. Within 30 years of the founding of the first settlement in Massachusetts (1620), all towns were required to hire a schoolmaster to teach reading, writing and arithmetic, as well as religion; larger towns were required to establish grammar schools to prepare children for the university. In 1787 the Continental Congress required every new township in the Northwest Territory to preserve land for public schools.

At the university level, Harvard (Massachusetts) was founded in 1636, and William and Mary (Virginia) in 1693. By 1776, on the eve of its revolution, America had 14 colleges in the new country and another score were founded by 1800. By that time schooling meant not only preserving parts of the classical education, but also teaching skills necessary to build a new North American Nation.

1. Which of the following is the best title for this passage?
 - a. European colonists in America
 - b. American educational system
 - c. Grammar schools and universities
 - d. The first steps of American education
2. Which of the following is NOT mentioned in the passage as a subject?
 - a. religion
 - b. reading
 - c. astronomy
 - d. arithmetic
3. How many colleges were founded by 1800?
 - a. 14
 - b. 34
 - c. 20
 - d. 30
4. In line 2 the word «heritage» could be best replaced by which of the following?
 - a. pride
 - b. example
 - c. criterion
 - d. legacy
5. The author implies that
 - a. public schools were the first to appear
 - b. there were quite a few universities
 - c. William and Mary established town schools
 - d. there was a tendency towards linking theory to practice

Exercise 11. Choose the correct word and fill in the blanks.

(to) improve	improvement
---------------------	--------------------

1. Your work shows considerable ____ .
2. I would like to ____ my German.
3. Your English is getting better, but there is still room for ____ .

(to) benefit	beneficial
---------------------	-------------------

4. He had the ____ of a first-class education.
5. The fall in prices will be ____ to our business.

6. He is most likely ____ .

technology technological technologist

7. The system uses advanced computer and satellite ____ .

8. We witness the rapid pace of ____ change.

9. A specialist in technology is called ____ .

10. We use the latest ____ .

Exercise 12. Read the passage and answer the questions that follow.

Multilingual Matters is delighted to announce the launch of the International Journal of Multilingualism (IJM). It provides a forum wherein academics, researchers and practitioners may read and publish high-quality, original and state-of-the-art papers describing theoretical and empirical aspects that can contribute to advance our understanding of multilingualism. The aim of the journal is to foster, present and spread research focused on psycholinguistic, sociolinguistic and educational aspects of multilingual acquisition and multilingualism. This interdisciplinary journal seeks to go beyond bilingualism and second language acquisition by developing the understanding of the specific characteristics of acquiring, processing and using more than two languages. Topics of interest to IJM include, but are not limited to the following: early trilingualism, multilingual competence, foreign language learning within bilingual education, multilingual literacy, multilingual identity. IJM is a peer-reviewed journal published twice a year.

1. The passage is part of
 - a. an abstract
 - b. a peer review
 - c. an article
 - d. an announcement

2. According to the passage, IJM is
 - a. an interdisciplinary conference proceedings
 - b. monographic research publication
 - c. advanced-level textbook
 - d. an interdisciplinary periodical

3. According to the passage, the editors encourage
 - a. independent research
 - b. the submission of advertising
 - c. the submission of papers in three languages
 - d. the submission of high quality papers

4. It can be inferred from the passage that the editors encourage the submission of papers on
 - a. psycholinguistics and sociolinguistics
 - b. early trilingualism, multilingual competence, foreign language learning within bilingual education, multilingual literacy, multilingual identity and other relevant topics
 - c. educational aspects of multilingual acquisition and multilingualism
 - d. early trilingualism, multilingual competence, foreign language learning within bilingual education, multilingual literacy, multilingual identity

5. It can be concluded that IJM deals with
 - a. purely theoretical investigations
 - b. applied research writings
 - c. both theoretical and applied research
 - d. neither theoretical nor applied studies

-
6. The underlined word launch could best be replaced by which of the following:
- start
 - stop
 - reorganization
 - continuation
7. The underlined word forum could best be replaced by which of the following:
- comparison
 - development
 - opportunity
 - meeting
8. The underlined word academics could best be replaced by which of the following:
- college or university educators
 - docents
 - academicians
 - high school teachers
9. The underlined word researchers could best be replaced by which of the following:
- assistants
 - investigators
 - advisors
 - attendees
10. The underlined word original could best be replaced by which of the following:
- outdated
 - similar
 - fundamental
 - new
11. The underlined word state-of-the-art could best be replaced by which of the following:
- modern
 - authentic
 - relevant
 - the earliest
12. The underlined word aspects could best be replaced by which of the following:
- facets
 - places
 - styles
 - conclusions
13. The underlined word aim could best be replaced by which of the following:
- intention
 - implication
 - introduction
 - investigation
14. The underlined word spread could best be replaced by which of the following:
- figure out
 - limit
 - disseminate
 - collect
15. The underlined word seeks could best be replaced by which of the following:
- pays attention
 - takes steps
 - makes a contribution
 - makes an attempt

Exercise 13. Give a short presentation on the topic.

SOME ACADEMIC EVENTS (USA)

SMALL LECTURES	Lecture class; class size approximately 40 or fewer students.
LARGE LECTURES	Lecture class; class size — more than 40 students.
STUDENT PRESENTATIONS	Class other than a seminar in which one or more students speak in front of the class or lead discussion. *Additional discussion section (called recitation) may be designed for maximum student participation.
LAB SECTIONS	Lab sections of science and engineering classes; may include problem solving sessions.
SEMINARS	Any class defined as a seminar (primarily graduate level).
COLLOQUIA	Departmental or University-wide lectures, panel discussions, workshops, etc.
DISSERTATION DEFENSES	PhD theses defenses.
MEETINGS	Faculty, staff, student government, research group meetings, not including study group meetings.
ADVISING SESSIONS	Interactions between students and academic advisors.
INTERVIEWS	Interviews for research purposes.
OFFICE HOURS	Held by faculty or graduate student instructors in connection with a specific class or project.
TUTORIALS	One-on-one discussions between a student and an instructor or peer tutor.
TOURS	Library, computer center, language laboratory, university museum guided tours conducted by docents (экскурсоводы).

Noteworthy

The name «quark» was coined by Irish poet and novelist James Joyce in the 1930s, and adopted by quantum physicist Murray Gell-Mann in 1964. Gell-Mann took it from the novel «Finnegan's Wake» in which a flock of seaswans sings this song to one of the characters:

«Three quarks for Muster Mark!

Sure he hasn't got much of a bark

And sure any he has it's all beside the mark».

Although «quark» had no relevance to physics, it was probably as good a name as any for a mysterious building block of matter.

Unit 3

Science and Society

Anglo-American Intellectual Style: Linguistic Devices of

- **Linearity and Clarification**
- **Politeness**
- **Compression**

Visuals

TEXT

Read the text and be ready to answer the questions that follow.

In industrial countries, there is a close correlation **between** the rate of increase in the number of graduate engineers and the level of industrial productivity.

The speed at which new knowledge is **transferred** to industry is a key factor in preserving economy's **competitive** position vis-a-vis **tough** rivals.

The modern world is facing several disturbing **trends** in human resources. In quantitative terms, we will have **to cope with** the **consequences** of an aging population, a decline in the working people. In more qualitative terms, there is a **mismatch** between the supply of young graduates and the needs of industry **resulting** in skills shortage. For that matter, continuing vocational training and retraining in a constantly changing industrial and technological context need **radical** improvement. It has been shown that intellectual capital depreciates by 7% every year if it is not **maintained**.

To improve the situation, some recommendations have been made. Most of these are what one would expect — attract more young people into science, more science in schools, better contact between industry and education, investment in continuing education to make labor mobility **respond** to regional needs, and to avoid a **brain drain**.

The United States, Japan and Germany each employ between roughly fifty and seventy-five scientists and engineers for every 10000 workers in the labor force. In developing countries the number is between five and ten. By emphasizing education at all levels and by selectively entering globally competitive markets, countries **prosper**. That prosperity then **enables** higher investments in R&D required for economic development. **The very dynamics** of R&D institutions is changing. Universities create hybrid academic-industrial centers, often with partial government funding, to accelerate the transfer of scientific results to commercial applications.

between & among: when you are talking about only two things use **between**. укр. серед (двох) If you are talking of three or more things use **among**. укр. серед (трьох та більше)

to transfer — to move from one place to another укр. переносити, переміщати

competitive — based on competition укр. конкурентоспроможний

competitor — Synonym: rival укр. конкурент, суперник

tough — difficult to do or deal with, not easy, needing effort укр. складний

trend — a general tendency or direction in the way a situation is changing or developing укр. тенденція

to cope with — to deal successfully with a difficult situation укр. справлятися, переборювати

consequences — results, outcome укр. наслідки, результати

mismatch — укр. невідповідність

to result in — to have as a result; to cause; укр. спричиняти, приводити (до), призводити (до)

vocational training — укр. професійно-технічна підготовка

retraining — Synonym: in-service укр. перепідготовка Also: staff development — підвищення кваліфікації

radical — having wide and important effects.

Synonym: drastic укр. радикальний

to maintain — to continue to have (do) as before, to keep up, to take care (of), to support укр. підтримувати

to respond — to do something in answer, to react укр. відповідати, реагувати

brain drain — a movement of large number of highly skilled or professional people from the country where they were trained to other countries where they can earn more money укр. відплив спеціалістів/фахівців

to prosper — to become successful and rich. Synonyms: to thrive, to flourish укр. процвітати

to enable — to permit, to allow укр. дозволяти

the very dynamics — укр. власне динаміка (сама динаміка) Compare: the very fact — сам факт

1. What is a key factor in preserving economy's competitiveness?
2. What is meant by disturbing trends in human resources?
3. Why is it necessary to maintain intellectual capital?
4. What is a brain drain?
5. What are the new forms of linkages between science and industry?

Exercise 1. Give English equivalents to:

сильний суперник, тривожна тенденція, справлятися з наслідками, професійно-технічна освіта, перепідготовка, радикальне поліпшення, залучати молодь до науки, подовжена освіта, реагувати на потреби, уникати впливу спеціалістів, процвітати, прискорювати процес.

Exercise 2. Give Ukrainian equivalents of:

industrial countries; modern world; disturbing trend; to cope with the consequences; the very dynamics; brain drain; skills shortage; mismatch; competitive.

Exercise 3. Translate Ukrainian sentences into English. Then match the two columns.

- | | |
|---|--|
| <ol style="list-style-type: none">1. У них є багато зарубіжних конкурентів.2. Вони наголошують на важливості освіти на всіх рівнях.3. Професійна освіта допоможе вам пристосуватися до нових умов.4. Внески (інвестиції) у науку дають велику соціальну віддачу.5. Які показники результативності науково-дослідної роботи? | <ol style="list-style-type: none">A. Investments in science generate high rates of social return.B. What are the output indicators of R&D?C. They emphasize education at all levels.D. Vocational education will help you to adjust to new industrial context.E. They have a lot of foreign competitors. |
|---|--|

Exercise 4. Discuss the following point with your colleagues.

Scientists think globally and act competitively. International competition is the norm. But scientists also have a tradition of global cooperation, just as corporations now seek global alliances and share the costs of research and development to reach new markets. By blending competition and collaboration, the international scientific system works. As many Asian nations have shown, the patient building of national base of technology and education flourishes when linked to global networks of research.



ANGLO-AMERICAN INTELLECTUAL STYLE

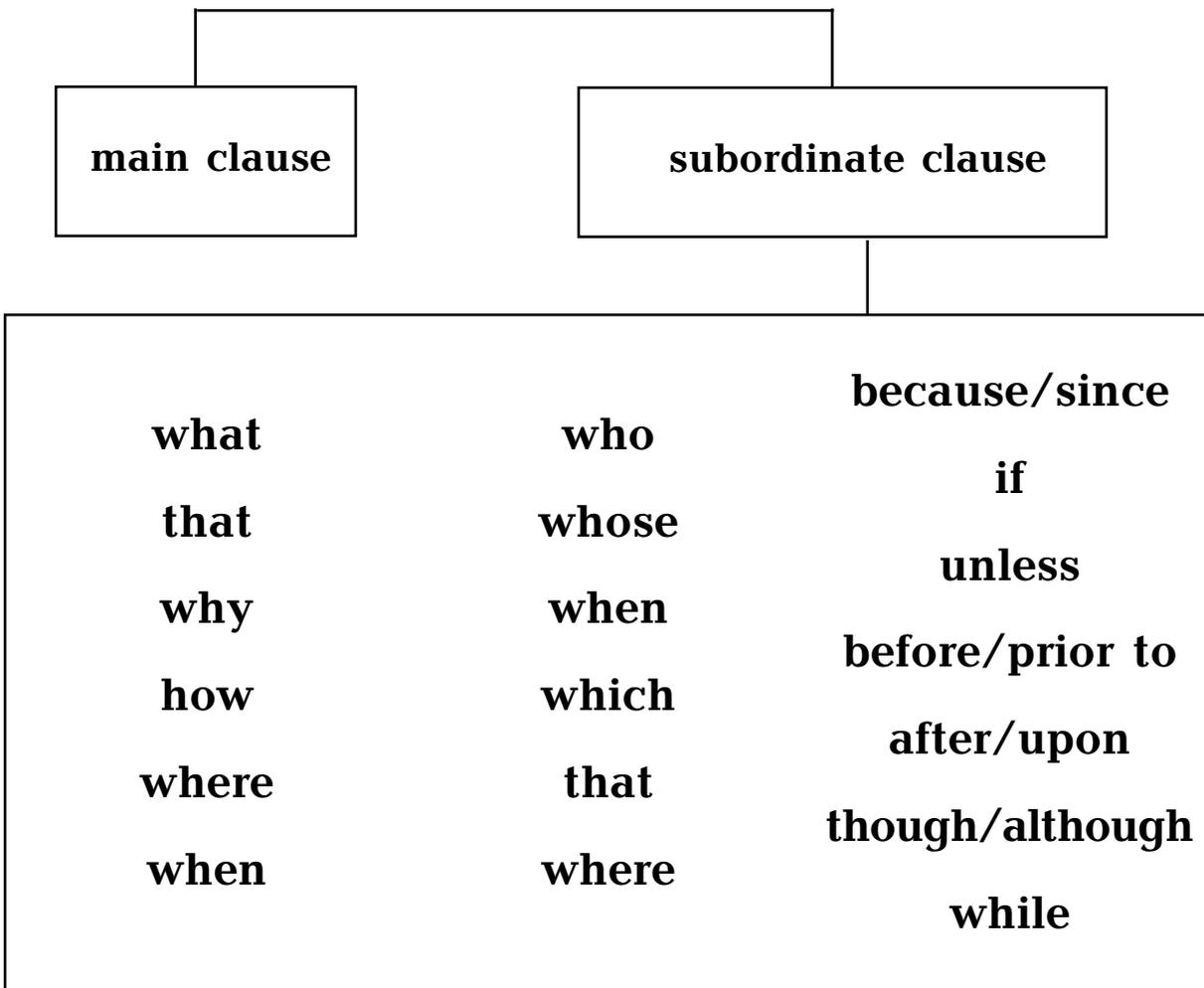
What adds «native-speaker flavor» to an English scientific text? One possible answer to this question may be found in the realm of cultural variation in discourse. It was J. Galtung who first described four basic «intellectual styles» — «Saxonic», «Gallic», «Teutonic», and «Nipponic» i.e. ways of presenting thoughts in writing. Overall, it is all about information decoding specificity.

First, it should be borne in mind that the structure of the English sentence can basically be described thus:

Subject — Verb — Object

<u>who</u>	<u>does (did)</u>	<u>what</u>
Popov	invented	radio

The basic structure of an English COMPLEX sentence is:



We begin and end the chapter with the most fundamental question of all.
First and foremost, any postmethod pedagogy has to be a pedagogy of particularity.
Additionally, we present the latest statistics that are available online.
 A final word is needed here.

True scientific method goes like this:

1. form a hypothesis
2. make predictions for that hypothesis
3. test the predictions
4. reject or revise the hypothesis based on the research findings.

The remainder of this essay is structured as follows.

● **explicit statement of purpose:**

USE:

intention/ intent/ purpose/ aim/ objective/ goal/ mission мета, ціль
to/ in order to/ in order that/ for (the purpose of)/
with the aim of / for... to... / for the sake (reason) of / in an effort to /
in behalf of/ with the view of з метою, задля, заради

* *to this end* з цією метою, задля цього

**lest* (щоб не, аби не);

**with deliberate intent / *on purpose* навмисно

The intention of the author is to show some newly developed methods.

To get the best results, follow the directions carefully.

I explain it for you to understand.

It may be desirable in an effort to achieve higher accuracy.

Write down this exception to the rule lest you forget it.

They expressed it either with deliberate intent or spontaneously.

● **extensive paraphrasing and exemplifying:**

USE:

rather / or rather / but rather / or maybe / or better скоріше, радніше

to be more exact / more specifically /

more precisely/ more properly точніше; більш точно

in other words /to put (putting) it another way /other label for... is... інакше кажучи

simply stated/ simply said / simply put/ put simply / in simple terms / to clarify /

for (the sake of) clarity простіше кажучи

let us say скажімо

specifically / in particular / particularly / especially / notably особливо, а надто

that is to say / I mean тобто

namely / i.e. / that is а саме

also known as (aka, a.k.a) також відомий як

By X I mean... під X я розумію;

X (could be) called/termed X називається

analogy; analogies аналогія; аналогії

(by) analogy / by extension за аналогією

to illustrate/for example/say/e.g. / (taking X) as an example/by way of exemplification/

a case in point / say, / for instance, наприклад

such as такий як

correspondingly / respectively / accordingly відповідно

**thus(:) / in this manner(:)* так; таким чином; у такий спосіб

We don't prove the theorem here, but rather, we illustrate it with two examples.

Putting it another way, this is as far as we can go.

A change in the function of a word is generally known as conversion. Other labels for this very common process are «category change» and «functional shift».

In other words, contrary to our expectations, similarity in scores did not reflect similarity in scale descriptors.

The controller uses some of the Compact Flash memory to enhance the performance of the host (say, a camera or music player).

These discussions also help eliminate a lot of language confusion. For instance, the program has a checklist of elements we consider key to the mastery of each particular skill.

A case in point occurred yesterday.

Meteors are bits of material falling through Earth's atmosphere at altitudes of 50-100km. These chunks as they are hurtling through space are termed meteoroids. Large pieces that do not vaporize completely and reach the surface of the Earth are called meteorites.

Two analogies will illustrate that AI can be both more and less than human intelligence. An electronic book provides the same information as the real book. However, one cannot lie in bed and read an electronic book, at least not yet. A second example is the concept of virtual shopping mall. This doesn't give you the thrill of trying on real clothes before you buy them; however, it does let you walk around a virtual mall in Paris or Hong Kong, which could be expensive in person.

• **explicit statement of reason, cause, and effect:**

because / since / as / (to be) due to / *in that / for / for the reason that / for these reasons / which is why / that is why тому що; позаяк; адже; бо; з причини; через (те, що)

thanks to / owing to / because of / out of / on account of завдяки; завдячуючи
to cause / to be responsible for / to lead to / to end in / to bring about / to stem from / to give rise to

спричиняти / спричинятися до

translate (in/into) перетворювати(ся) (на)

to determine / to dictate / to (pre)condition / to stipulate зумовлювати

(to) result (in) / (to have) as a result / to necessitate приводити або призводити (go)
 the reason for причина

***thus/ hence / therefore / so / as a consequence / consequently** отже; тож; тому
effect(s) / result(s) / consequence(s) / implication(s) / outcome / corollary / upshot
 результат(и)

aftermath наслідки

***(from this) it follows / so** звідси випливає

to influence впливати

They obtained accurate results thanks to up-to-date sophisticated equipment.

Ineffective management led to poor performance.

There are many reasons for questioning this theory.

The reason is that no adjustment is required.

The result: a format for the distribution and interchange of digital content.

As a result, the level of robustness was, to say the least, difficult.

The experiment resulted in no success.

Alternative energy could bring about economic benefits.

Another requirement arose out of the need to maintain picture quality.

This observation leads us to the following definition.

This invention has brought about many changes in our lives.

Good credit history translates into lower interest rates for consumers.

There is constant lack of information, so we cannot arrive at any conclusions so far.

• **concise summing up:**

USE:

in sum, / to sum up, / to summarize, / summing (it all) up, / in summary, /

in toto (,) in conclusion /in closing підсумовуючи; у підсумку

a soundbite summary короткий (стислий) підсумок

in short, / in brief (,) / briefly (,) / quintessentially, / for the sake of clarity and brevity(,) / (to put it) in a nutshell, / to put it briefly (,) коротше кажучи

***the bottom line is... / *the moral of this essay is... / *what it boils down to is (this)/**

in summation (,) / to round off (,) усе зводиться до
**the net result* остаточний результат; фінальний підсумок
**as the author succinctly puts it* як стисло зазначає автор
chiefly / mainly / mostly / for the most part головним чином; переважно; здебільшого
as a whole / on the whole / (all) in all / generally / in general /
in the general case / as a general rule / altogether (,) /
broadly/ (generally) speaking / broadly worded / broadly considered / fundamentally/
*in essence/ essentially/ from a (more) holistic viewpoint / by and large**
у цілому; загалом; в основному
basic / essential / rudimentary основний, базовий
simplified / schematic спрощений

The moral of this essay is perhaps summarized by the following quotation from R.Schell: «Do not trust security to technology unless that technology is demonstrably trustworthy, and the absence of demonstrated compromise is absolutely not a demonstration of security».

People have, in short, become more mobile.

In toto, the ad points to these myths and tries to go beyond them.

To put it in a nutshell, a message sent by email is divided into packets, and the packets are sent to the destinations.

«The question that I pose today is: The future of technology and education. Where are we heading? I have used the verb «to head» on purpose. A soundbite summary of my task is «technology is shared minds made visible» (M.Riel).

For the sake of clarity and brevity, complex signal representation is used here.

The main results can be summarized briefly.

From a more holistic viewpoint, it can be argued that it is quite limited in scope.

In essence, the scanner is a digital camera.

The overall trend was similar in every case.

By and large, the new agreement prohibits the unrestricted export of such algorithms.

This is a rudimentary assessment of the direct effect of atmospheric aerosols on agriculture.

A simplified schematic diagram is shown in Fig. 7.

LINGUISTIC DEVICES OF POLITENESS

First of all, mind various **hedging** devices.

● **REDUCE overall categoricity of discourse, reduce assurance of the truth of the author's statements:**

It looks like

Perhaps *it's true in all cases* :: *It's true in almost all cases*

Probably

мабуть, імовірно

майже в усіх випадках

**It seems / *By the look of things* очевидно

to seek /to (make an) attempt / to try намагатися, робити спробу

It seems that the Internet will drive the installation of telephone.

By the look of things, it was decided to reconfigure the physics course offered to students.

I think it is possible.

Management of the link can be achieved by terminal interfaces; it is also possible to manage the link via cells.

For some business transactions, replying within 48 hours may be too long while for others it could be too short.

The advances discussed in this review are quite preliminary.

We seek to understand this phenomenon.

● EXPRESS reservation:

reservation / caveat застереження

where possible там, де це можливо

somewhat децю

partly / in part частково

just лише, лишень

at times / occasionally іноді; інколи

in some cases у деяких випадках

in principle в принципі

to a certain degree (extent) певною мірою

maybe (maybe X days/years etc.)

(X days/years etc.) or so / something on the order of мабуть, (приблизно; порядку)

**to be on the safe side / *just in case* про всяк випадок

**to be fair / honestly / *bluntly put* чесно кажучи

**in a way / in a sense* певним чином; у певному розумінні

**a sort of / a kind of* (щось) на зразок

**if at all / *if any* якщо взагалі

**in round terms and round figures / in round numbers* приблизно

**technically (speaking)* у суто технічному розумінні

**a rule of thumb* емпіричне правило

**a (cursory) glance (at) / *a glimpse (of) / *to skim the surface* побіжний погляд

**to shed some light* кидати (проливати) світло

subtle / loose / blurry / ambiguous / ambivalent / not clear / fuzzy

невизначений; розмитий; амбівалентний; нечіткий

loosely у надто широкому сенсі, без чіткого розуміння

to blur зливатися, ставати нечітким

**so far* готенер

**So far, so good.* Поки що все гаразд.

The caveat here is that attached files can be very large.

To be on the safe side, we are to take into consideration everything.

The term accent, when used technically, is restricted to the description of aspects of pronunciation which identify where an individual speaker is from, regionally or socially.

In principle, every module may serve simultaneously as a library to higher level clients and as a client of lower level libraries.

Errors can be detected only at link time, if at all.

In a sense, communication channels physically constrain the flow and shape of human language just as a river bed directs the river's current.

It's a sort of flexible structure.

Our linguistic ability rests primarily, but not exclusively on our linguistic knowledge.

The distinction between multimedia and multimodal interfaces is subtle and can be confusing. These and other technical terms are often used loosely, without a precise understanding of what they connote.

Modular systems are written in languages that blur the distinction between libraries and application programs.

AT&T plans became somewhat ambiguous.

They're somewhat different issues.

He spent two decades or so studying the phenomenon.

In round terms and round figures, workstations sales will add a million units more.

Even a cursory glance at the Directory would show that US colleges and universities offer myriad programs under the umbrella term ESL .

In crude, layman terms, success is the abstract notion of «having gotten it».

A couple of years ago I watched four linguists chatting over lunch at a state university. Or perhaps they were working; the line is not always clear.

The chapter has just skimmed the surface of this important topic.

Even so, genre remains a fuzzy concept, a somewhat loose term of art.

● USE «diplomatic» language:

**something in-between / Golden Mean* золота середина
*(both) yes and no / *it depends* і так, і ні
not very не дуже
not always не завжди
not necessarily не обов'язково
somehow певним чином
fifty-fifty п'ятдесят на п'ятдесят
*great harm as well as great good / good and bad / in part...in part... / a mix (of) / *mixed blessing / *for better or worse* (водночас) як позитивні, так і негативні моменти
just part лише частина
challenging складний, але цікавий
**to a greater or lesser extent / *more or less* більшою або меншою мірою; більш-менш
while / whilst у той час як
but / however / albeit однак, (а) проте
to hedge вуалювати
a balance баланс; виваженість
compromised невдалий
**far from* далекий від
**«middle-of-the-road» estimate* обережна оцінка
**double-edged sword* палиця на два кінці
**to have the cake and eat it* і вовки ситі, і кози цілі; ніхто не зазнав шкоди
**the other side of the coin/ *flip side* зворотний/інший/ другий бік медалі
**on the other hand, / from another standpoint, / then again, / but then again,* з іншого боку,
**(all) pros and cons* (усі) за і проти
**to put it mildly / * to say the least* м'яко кажучи

Public policy may or may not be a problem.

It depends. It's not necessarily good.

We have attempted to obtain a balance among various viewpoints.

We've been talking about extremes of behavior in standards. There is something in-between.

A «middle-of-the-road» estimate would be 1.200-1.500 million.

This can be a mixed blessing, though.

Service offerings, are, however, far from being ubiquitous.

Both questions have been addressed by somewhat ad hoc mechanisms.

Paleontologists find the situation frustrating, to put it mildly.

The trend has both positive and negative implications.

Any powerful technology can be used to do great harm as well as great good.

Java's ability to download, integrate, and execute code from a remote computer is a double-edged sword.

For better or worse, renewable energy sources retained their allure.

This is difficult, but not impossible.

There are ways of avoiding such conflict, which enables people «to have the cake and eat it».

This may be in part involuntary and in part deliberate — a mix which most likely pertains to electronic environments as well, though not necessarily in the same proportions.

However, is this just part of the solution, albeit a very important part.

It is everywhere, and it is nowhere.

There is a half-full view of the world and a half-empty view of the world. We subscribe to both.

We've been talking about extremes of behavior in standards. There is something in-between.

The good old days were not very good. However, our expectations were a lot lower. In any case, I am saying that the good present days are not always that much better.

● EMPLOY relevant authorial voice: from highly personal to impersonal one:

<i>I argue</i>	<i>We argue</i>	<i>Arguably</i>
<i>I think</i>	<i>We think</i>	<i>It is (sometimes) argued</i>
<i>I believe</i>	<i>We believe</i>	<i>It can/could be argued</i>
		<i>One can/could argue</i>
		<i>It is believed (that)</i>
<i>Вважаємо</i>	<i>Ми вважаємо</i>	<i>Уважають, (що)</i>
		<i>The data argues</i>
		<i>Research shows</i>
		<i>Як свідчать дані (наукові розвідки)</i>

My article argued that the language teaching should adopt such methods.

● CONVEY modesty:

at least / at least in principle принаймні; бодай
as far as we know / can tell / for all we know наскільки нам відомо
as far as anyone can foresee наскільки можна передбачити
insofar as it is possible to find out наскільки можна довідатися
to (the best of) the author's knowledge / as best as (the author) can tell
наскільки відомо авторові
to the greatest extent possible максимально можливий
my best hopes are сподіваємося, що
to decline to say не нагадати відповіді
somehow певним чином

To the best of the authors' knowledge, they have not been used commercially in such systems.

To the greatest extent possible we have tried to collect a coherent set of essays.

I was somehow prophetic.

Novell is, as best as I can tell, a leader in this industry.

This is the first time, to the author's knowledge, that these integral equations have been used to estimate such parameters.

As far as I can tell, this is a genuine insight.

I have tried to outline the basic principles of the social-geographical approach.

● minimize social distance between the author and the addressee, ask indirectly for addressee's permission («we» as «you and I»; «let me»); employ non-sexist language (*he or she; s/he etc.*):

<i>Let us/ Let's...</i>	<i>Давайте</i>
<i>Let me ...</i>	<i>Дозвольте (мені)</i>
<i>You could (may)...</i>	<i>Ви можете</i>
<i>Please note.../Note (that).../</i>	
<i>Consider.../ Mind.../</i>	
<i>*Bear in mind ...</i>	<i>Зауважте ...</i>
<i>Ponder for a moment... /Think of...</i>	
	<i>Погумайте про</i>
<i>Turn to ...</i>	<i>Зверніться до...</i>

The problem is so broad that maybe we should start by defining it.

Today, like hundreds of thousands of other people, I use my personal computer to join online communities.

Let's consider the latter problem.

Consider, for example, the manufacturing challenges.

Please note the phrasing here.

Now, break the device into two devices.

Perhaps we should consider the possibility that we do not yet have a complete understanding.

Let me try to summarize some of the things we have discussed.

Somehow each participant in the debate finds data to support his or her view.

• **IMPLY alternative approaches, as well as modulations of categorical VS. non-categorical statements:**

NOTE.

IMPLICATIONS AND INFERENCES

Sometimes the information is not explicitly stated, so it must be inferred, or figured out. A good reader is able to infer the things that the author implies, e.g.:

preliminary conclusion (IMPLICATION: the one that introduces more important conclusions, the one that may be just **tentative**);

a possible conclusion (IMPLICATION: other conclusions may be drawn as well)

one/a conclusion (IMPLICATION: one of many other possible conclusions)

A final conclusion is needed here. (IMPLICATION: there is no final conclusion so far).

A **deeper** problem is the superficiality of the author's treatment of scientific ideas.

(IMPLICATION (retrospective): several **other** problems are mentioned above, and they are also **deep**).

It's not that they are **unaware** of this fact. (IMPLICATION: in reality, they are aware of this fact).

The liquid **boils** at this temperature. (IMPLICATION: in all cases)

The liquid **has boiled** at this temperature. (IMPLICATION: in many cases)

The liquid **boiled** at this temperature. (IMPLICATION: in that case)

The Green method (якщо ідеться про усталений метод)

Green method (якщо ідеться про метод, який ще не є усталеним)

The temperature drop (усталений термін: «пагіння температури»)

A temperature drop... («у даному випадку, пагіння температури ...»)

yes, but (on the other hand...) / **of course, ... but/however** так, але...

on the other hand, / **from another standpoint,** / **then again,** / **but then again,**
з іншого боку,

in part / **partly** / **partially** частково

but / **however** / **though** / **although** / **even though** / **albeit** / **yet** але; однак; проте

while / **whilst** / **whereas** у той час як

in spite of / **despite** / **regardless (of)** / **notwithstanding (the fact that)** / **no matter** /

with all не зважаючи на те(,) що; попри; гарма що

for all (that) і все ж

even so / **all the same** навіть якщо (і) так, попри (усе); незважаючи на

whatever що б ні

whoever хто б ні

whether чи

at the same time водночас

clear signs (усі) ознаки

almost certainly / **a strong hint** / **X may seem** майже напевно

it does seem that... / **it certainly seems likely** / **X(s) does (do) strongly suggest**
справді видається

Yes, but on the other hand we also have to consider the people who do not like privacy.

This is probably partly due to discrepancies between the models.

The problem of implementing such a program would, of course, be huge. But such a goal is worthy of effort by companies and concerned individuals.

Attitudes to this problem are changing, albeit slowly.

With all its limitations, the procedure is still applicable.

It's a victory, for all that.

It's a good product, whatever you may say.

It certainly seems likely that students may be required to interact with such interfaces.

«I sat in Lou Perazzoli's office one afternoon while he described to me the ins and outs (almost literally) of a component of the virtual memory system. When he finished, I summarized what he said from my point of view and then asked, «Is that right?». He responded earnestly, «Yes, that's exactly what we sort of do». (H.Custer, Inside Windows NT, 1993, preface).

Actually

<p>The timing offset <u>actually</u> causes early transmission.</p> <p>(власне, зазвичай)</p>	<p>IMPLICATION: There <u>may or may not be</u> other causes of early transmission, but <u>definite</u> early transmission is provided by the timing offset.</p>
---	---

Argue

<p>She <u>argues</u> that grammar is not monolithic.</p> <p>(уважати; гадати) / мати (усі) підстави вважати)</p>	<p>IMPLICATION: to insist, be sure (of) + to indicate, to point out</p>
--	---

MIND also punctuation marks:

<p>NON-CATEGORICAL</p> <p>(')</p>	<p>CATEGORICAL</p> <p>— !</p>
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And, others were predicting, the grand total would almost certainly reach 13 million — at least!

The only solution was to abandon that frequency and hop the channel to a (hopefully) cleaner portion of the spectrum.

• **EXPRESS references to previous research (use the so-called «historical present»: «X writes» instead of «X wrote») as well as thanks (подяка), acknowledgements (посилання), dedications (присвяти):**

Greenbergian universals; Bakhtinian perspective; Piaget/Piagetian theories; Krashenian Monitor hypothesis, Markovian models, Markov-modulated Poisson process, the Feynman Lectures on Physics etc.

According to an article by G.Pelosi (IEEE MTT Newsletter, Fall 1995), the Italian physicist Nello Carrara was the first one to use the term microwaves (microonde in Italian) in a 1932 paper of the first issue of Alta Frequenza.

In this important little book, Donald E. Stokes argues that the convention is seriously flawed.

An Open DVD (digital versatile disk) industry resource is on the Web at www.dvdvideogroup.com. Details on Divx can be found at www.divx.com.

The authors wish to thank Dr. R.N.Simons, NASA Lewis Research Center, Cleveland, OH, and Dr. R.F. Drayton, University of Illinois at Urbana-Champaign, Chicago, for their helpful discussions.

Special thanks. Many people helped us put this report together, but the IEEE members listed here were particularly generous with their time and knowledge. Any fault found with these pages rests with the editors.

The wizards responsible for growing Netscape Web site include Robert Andrews, Rod Beckwith, Bala Guthy, Wei-ming Lin, Sven Sjoberg, Robert Waugh, and Jeff Whitehead.

We also appreciate the input from the folks who took the time to read the drafts of our paper, who helped bring it up to date.

This book is dedicated to the members of the Windows NT team (H.Custer)

MIND: In Anglo-American scientific tradition it is sometimes possible to refer to as yet UNPUBLISHED research. Sources of that ilk may be labeled thus: «in press»; «in print», «forthcoming», «manuscript submitted for publication», «unpublished manuscript», or even «personal communication». However, often unpublished results and personal communications should not be in the reference list, but may be mentioned in the text. Citation of a reference as «in press» implies that the item has been accepted for publication.

• **MAKE appropriate corrections (виправлення), and, if necessary, express an apology (contrition) (вибачення):**

[Reader] This was a very good article but it needs a correction. VIS corp never actually owned Amiga but fought for it. Escom AG bought it right out from under it at the auction.

The author replies: The sources I saw said VIScorp did hold title after Escom, but they could be wrong.

Corrections. On p.22 of the October issue, in the fifth line, the city named should be Savannah, Ga.

Erratum. With apologies to the author and our readers, this figure was inadvertently left out of R.H. Abrams, B. Levush, A.A. Mondelli, and R.K. Parker's «Vacuum electronics for the 21st century» which appeared in the September 2001 issue of IEEE Microwave magazine (vol. 2, pp. 61-72). The figure is missing from the sidebar entitled, «Efficiency of Vacuum-Electronic Amplifiers» on page 70. Reprints of the article will include this figure.

— The Editors

Exercise 5. Render the following sentences into Ukrainian.

1. They base their data on the concept that information is really a kind of a bubble, and that related bubbles can be nested one inside another.
2. 3-D interfaces allow more flexibility in displaying information, permitting the images that represent information to look more natural.
3. We conclude by analyzing Web software approaches.
4. There are two reasons for discussing the problem.
5. In other words, the slow regime depends on the setting being linear.
6. He remains one of the most productive cross-fertilizers in engineering research, successfully importing techniques used in one field to obtain unexpected results in another.
7. She is widely known as skillful and charismatic diplomat who excels in the art of creative compromise.
8. Austin adds the notion of perlocutionary force, that is, the result or effect that is produced by the utterance in that given context.
9. Simply put, metaphors respond mainly not to what might be said, but to what is said.
10. What it boils down to is this: if the system response was above the expected or desired value, then the domain is slightly narrowed. That is, the left edge of the domain is moved slightly

to the right and the right edge is moved slightly to the left. Similarly, if the system response was below expectation, the domains involved are slightly widened.

11. For the sake of clarity and brevity, we cannot give a detailed description here.
12. As the author succinctly puts it, is not something we begin with; it is something we arrive at.
13. The main results can be summarized briefly.
14. Let us clear up a thing or two about the word «hacker».
15. Turn to Homer, Dante, Milton, Blake and you'll find this theme.
16. The paper is not fully referenced, and the overall layout is very poor with lack of clear headings, so that it is not immediately apparent what study you are reading about.
17. They are far more unlikely to devote time and resources to a pilot implementation than are, say, universities or vendors.
18. In particular, this automates common network programming tasks, such as object location, implementation startup (aka server and object activation) .
19. Simplifying, replace the rope by two rods.
20. As just noted, the two factors are intimately related.
21. Haptic (tactile) interfaces allow the user to explore virtual objects as if he or she were touching it in the physical world.
22. This essay certainly does not define all concepts and terminology relevant to computer security; nor does it address concepts and terminology for communication security and related communication networking technology. It does address concepts and terms that we consider to be the most critical to gain a fundamental understanding of computer security technology — that is, the theory of this technology and something of its implementation.
23. More specifically, I propose to take a closer look at the two key words in the term second language acquisition: language and acquisition.
24. To begin with, investigations seem to appear at times when societies need them.
25. The recent results are more convincing than those obtained in the past.
26. The novel procedure is less complicated than the one conventionally used in such cases.
27. A career in languages translates into success.
28. The downside of using it is the resulting errors.
29. These facts necessitate the design of communication algorithm.
30. From then on, to enable this, they need to declare license.
31. Put simply: what the mind can perceive and believe, it can achieve.
32. To some degree perceptions here reflect the affiliations of the respondents.
33. Studies in paleophysiology shed some light on the effects of possible changes of O₂ in the past.
34. According to Stephen Krashen, there are two independent systems of second language performance: «the acquired system» and «the learned system». The acquired system or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language — natural communication — in which speakers are concentrated not on the form of their utterances, but on the communicative act. The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. According to Krashen, the role of the monitor is — or should be — minor, being used only to correct deviations from normal speech, and to give speech a more «polished» appearance.
35. To use the analogy made by Kean (1981), if someone were to glue the pages of your dictionary together, you would not be able to look up the meaning of passacaglia, but the information would still be there.
36. «Using an Apple is like keeping kosher: the believers would not live any other way, but they cannot eat with members of other religions. Using Unix is like preparing your own meals from recipes in the «Joy of Cooking»: the effort involved initially exceeds the palatability of results, but experience eventually brings satisfaction. Using Microsoft windows is like eating at McDonald's: you can find one anywhere, and the food will keep you going, but it would be sad there were no other restaurant in town» (H. Boas).

Exercise 6. Find the one synonym to the underlined word:

1. In spite of the delay, we arrived on time.
 - a. because
 - b. despite
 - c. due to
 - d. because of
2. The debate has nonetheless enlarged our knowledge of the issue.
 - a. alternatively
 - b. nevertheless
 - c. notwithstanding
 - d. also
3. This problem together with mentioned above is of prime importance.
 - a. rather than
 - b. moreover
 - c. besides
 - d. alongside
4. In brief, we had to start it from scratch.
 - a. finally
 - b. in summary
 - c. in a word
 - d. in conclusion
5. These two methods are almost the same.
 - a. not always
 - b. very much
 - c. sometimes
 - d. never
6. The experiment has valuable implications.
 - a. reasons
 - b. indications
 - c. prospects
 - d. consequences
7. The experiment resulted in no success.
 - a. followed
 - b. realized
 - c. caused
 - d. accounted for

Exercise 7. Fill in the blanks.

1. The article contained some
 - a. inaccurate
 - b. inaccuracies
 - c. if inaccurate
 - d. inaccuracy

-
2. ... the CAD program has all of the mathematics embedded in it, the engineer using the program is really only using someone else's technology to solve a problem.
- Since
 - However
 - Despite
 - So that
3. Perhaps we can clear up this confusion with the ... hypothetical example.
- followed
 - following
 - to be followed
 - follows
4. In round ..., lasers or LEDs would use hundreds of times less power than a small LCD screen typical of a notebook.
- numbers
 - number
 - and numbers
 - and number
5. First, we should ... rationale for this method.
- outlines
 - outlining
 - to outline
 - outline
6. ... it can be used to provide energy, hydrogen is not readily available.
- Also
 - Though
 - Since
 - Due to the fact that
7. A short extract ... below.
- is shown
 - shows
 - showed
 - show
8. The article... to express further concerns.
- goes on
 - go on
 - to go on
 - going on
9. The result is a delay, ... latency.
- or
 - whenever
 - for to
 - which
10. As ... , they make strategic decisions.
- result
 - the result
 - a result
 - results
11. We should ... all pros and cons.
- to consider
 - considering

- c. considers
d. consider
12. On the other ..., speech recognition has improved greatly since 1968.
- a. side
b. place
c. view
d. hand
13. I thank you for ... my paper.
- a. review
b. reviewing
c. to review
d. reviewed
14. Scientists and engineers, ... become more productive, need sophisticated software.
- a. in order of
b. rather than
c. therefore
d. in order to
15. The evidence is compelling, ... indirect.
- a. hence
b. albeit
c. because
d. on the other hand
16. Roget's Thesaurus, a collection of English words and phrases, is arranged by the ideas they express ... by alphabetical order.
- a. rather than
b. together with
c. because of
d. because
17. She got the job ... she was the best candidate.
- a. so that
b. as soon as
c. in that
d. although

Exercise 8. Render the following sentences into Ukrainian. Pay special attention to the modulations of categorical and non-categorical statements.

1. A concerted worldwide effort to reduce greenhouse gas emissions seems destined to be an increasingly important influence on planning electric power investments.
2. I am assuming global electronic commerce will occur despite current U.S. export constraints.
3. Stopping light in crystalline systems holds particular promise. Slow light might also emerge as a research tool for basic science.
4. Clearly, it is not a revolution in computing. At least, not yet.
5. It certainly seems likely that, in the near future, students in online environments may be required to interact with software interfaces.
6. It certainly would be possible to separate harmonics, but the calculation time would be much higher.
7. It would probably violate this axiom.
8. It requires a reinterpretation of common terms, at least partially.
9. You can't do it. No one could. And even if they could, they wouldn't want to.

LINGUISTIC DEVICES OF COMPRESSION

«If I were to offer a criticism of this book, it is that it suffers from verbosity — because of the vastness of the subject matter and the desire to cover it all... A related problem is that it often writes at great length about things which really demand a single figure.»

(Communications Magazine, 1996, No. 8, p.14).

USE various information compression devices:

● «-ly» adverbs in the initial position:

Structurally, she also uses several markers.

Структурно; у структурному сенсі; якщо взяти до уваги структуру
(IMPLICATION: if we consider structural aspects...)

MIND also words with «-wise»:

Teamwise, колективно, у колективному сенсі

● **AVOID using «of-phrases» whenever possible. USE 's, Nouns as Adjectives, Noun Phrases, «for» rather than «of»:**

The theory explained discrepancy in Mercury's orbit.

The browser interface's purpose is fairly simple and straightforward: to navigate the Internet and view information.

It is a 800-meter-deep canyon west of the aquarium.

Get hands-on expertise with this complete, one-stop resource packed with straight-from-the-lab techniques, procedures and applications.

The Institute/center for... **RATHER THAN** The Institute/center of

The workshop format **INSTEAD OF** The format of the workshop

MIND correct **article** usage in **of-phrases**. In most cases, use «**the**»: e.g. **the** problem of...

BUT: in MEASUREMENTS context use «**a**»: **a** temperature of...

TRANSLATE noun phrases **in the reverse, in most cases:**

abbreviations <u>dictionary</u>	<u>СЛОВНИК</u> скорочень
connection <u>price</u>	<u>плата</u> за з'єднання
system <u>response</u>	<u>ВІДПОВІДЬ/реакція</u> системи
5 percent <u>increase</u>	<u>зростання</u> на 5 відсотків
devices <u>readings</u>	<u>показники</u> приладів
10 minute <u>break</u>	десятихвилинна <u>перерва</u>

● **AVOID using *that, whose, which, etc.* USE infinitives, as well as gerunds and participles rather than nouns derived from verbs:**

Observing, clarifying, measuring, recording, identifying and controlling variables, inferring, predicting, and so on are examples of the processes of science.

Making holograms requires self-discipline.

To solve this problem one has to consider several approaches.

The interface stored on a server can be downloaded on demand to a user's desktop.

The first product to address this challenge directly is EverNote.

The third problem being tackled by new interfaces is organizing information you create and collect.

This course is designed for anyone interested in becoming familiar with the theory.

Typical examples of compressing:

The images that represent information → The images representing information

Formats that are collected from the Web → Formats collected from the Web

The item that was clicked upon → the item clicked upon / the clicked upon item

<i>It is a good idea to solve this problem.</i>	→ <i>The problem is worth solving.</i>
<i>One can search it in Google.</i>	→ <i>It is searchable in Google.</i>
<i>Choose messages with advertising you are familiar with.</i>	→ <i>Choose messages with familiar advertising.</i>
<i>It is known that science affects the lives of people.</i>	→ <i>Science is known to affect the lives of people.</i>
<i>It is believed that this research is of great importance.</i>	→ <i>The research is believed to be of great importance.</i>
<i>It seems (appears) that they are concerned with the problem.</i>	→ <i>They seem (appear) to be concerned with the problem.</i>
<i>It is likely that the conclusion is of some theoretical interest.</i>	→ <i>The conclusion is likely to be of some theoretical interest.</i>
<i>It is widely accepted that fuel cells have performance appropriate for automotive use.</i>	→ <i>Fuel cells are widely accepted as having performance appropriate for automotive use.</i>
<i>Andrews showed that simple analytical relationships exist. Gray showed that these relationships can predict the behavior of the elements in question.</i>	→ <i>Simple analytical relationships (Andrews 1995) can predict the behavior of elements in question (Gray 1997).</i>
<i>This interface makes it possible to view multiple documents simultaneously.</i>	<i>This interface permits multiple documents to be viewed simultaneously.</i>
<i>The feature makes it possible for users to manipulate virtual objects with various degree of precision.</i>	<i>The feature allows users to manipulate virtual objects with various degree of precision.</i>
VS.	
<i>The class hierarchy model described in this article makes it possible for users to compose their own custom, flexible frameworks from either predefined or custom protocol components tailored to an application's needs.</i>	<i>The class hierarchy model described in this article enables users to compose their own custom, flexible frameworks from either predefined or custom protocol components tailored to an application's needs.</i>

MIND such important element of style as **VARIETY** of linguistic devices employed:

*Sidebars that appear in Windows and Office applications will be used more.
«We cannot solve the problems that we have created with the same thinking that created them»(Albert Einstein).*

● **REARRANGE sentence elements. USE pronouns and other proforms (or substitutions — one; that; those; such; it; they etc.):**

The processes in question are different from the ones (those) occurring today.

The node carries two converters. If one shuts down, the backup automatically kicks in.

Such revolutionary new interfaces are steadily moving into users' hands. Some will catch on; most will fade away.

Lately, interface and application designers have been looking into ways of extending the browser interface to provide a richer graphical user interface, or GUI. The first to go public with such a product is IBM Corp., with Workplace. The interface stored on a server can be downloaded on demand to a user's desktop. It has application-specific menus for a wide variety of applications.

Air density is less than that of water.

NOTE.

It is argued that the closer written language is to GOOD spoken language of an educated native speaker, the better it communicates. For that matter, it is sometimes preferable to avoid substitutes at all:

The home network connection price is lower than international.

Exercise 9. Transform the following language elements appropriately.

1. The companies that build products for their mainstream markets —
2. People who use special applications —
3. The images that represent information —
4. Formats that are collected from the Web —
5. A car that has medium size —
6. The firms that are small —
7. The issues that were considered —
8. The final volume of the series that includes 3-books —
9. The first of the series that consists of five-volumes —
10. The seven major principles that are presented in detail —
11. She is the one who always leaves last —
12. The problems that were discussed —
13. He is the one who always comes first —
14. It is known that she is a good interpreter —
15. It seems that he knows this rule —
16. A spin off of this research is the development of optical sensors —

Exercise 10. Fill in the blanks.

1. It was performed by a three-... staff.
 - a. person
 - b. persons
 - c. persons are
 - d. person is
2. ..., Linux allows enterprises to delay hardware upgrades for two years.
 - a. Typical
 - b. Type
 - c. Typically
 - d. Types
3. Panelists from the USA will address the subject from ... viewpoint.
 - a. its
 - b. theirs
 - c. it
 - d. their
4. ... the entire system would take 35 years.
 - a. Upgrade
 - b. To upgrade
 - c. Upgraded
 - d. When upgraded
5. By essentially ... the original collection of instructions, the emulation program provides the functions we want to run.
 - a. mimicking
 - b. mimicks

-
- c. mimicked
d. mimick
6. Some things are ill-
- a. defined
b. define
c. defining
d. definition
7. After ... the problem, they decided to solve it.
- a. discussion
b. discussing
c. to discuss
d. being discussed
8. We succeeded in ... reliable and accurate results.
- a. to obtain
b. obtained
c. and obtained
d. obtaining
9. A true scientist is interested in ... mistakes.
- a. being told
b. told about his or her
c. being told about his or her
d. told about his or her
10. We have covered this issue in our report in full
- a. detail
b. and details
c. details
d. detailed
11. This theory is popular ... scientists.
- a. along
b. between
c. among
d. as long as
12. His article would have been more helpful had he explored the relationship ... language and culture.
- a. between
b. among
c. together
d. alongside
13. ... , exactly whether and how it helps with language learning has often been assumed rather than vigorously tested.
- a. Pedagogy
b. Pedagogical
c. Pedagogically
d. Pedagogue
14. All factors ... the accuracy of the experiment should be carefully observed.
- a. are likely to affect
b. likely affect
c. and likely to affect
d. likely to affect

-
15. In the future, ... interfaces may go beyond the visual to the tactile.
- when users
 - use
 - user
 - to use
16. It seeks ... as a catalyst.
- to serve
 - served
 - and served
 - to be
17. This psychological phenomenon ... by physical activity.
- is affected
 - are affected
 - is an effect
 - serve
18. The thermometer ... 45 degrees Fahrenheit.
- shows
 - points
 - reveals
 - reads
19. As ... in the article, the content protection by encryption is sufficiently strong.
- describe
 - describing
 - described
 - to describe
20. The purpose was to select and fund research ... by various laboratories around the country.
- to be conducted
 - to conduct
 - conducting
 - conduct
21. It is appropriate ... wireless corporations to conduct in-house research.
- to
 - that
 - for
 - when
22. The electronics aboard the new aircraft ... very sophisticated.
- was
 - and are
 - is
 - are
23. This substance is highly explosive if ... to an open flame.
- is it
 - exposed
 - it exposed
 - exposing
24. Choose the phrase that best keeps the meaning of the original sentence if ... for it.
- it is substituted
 - is it substituted
 - is substituted
 - substituting

25. Electronics ... the science and technology of electronic phenomena.
a. are
b. is
c. to be
d. being
26. Potatoes, a popular food in Ukraine, are most delicious
a. when roasting
b. roasting
c. roasted
d. when roasted
27. The latest statistics ... not reliable enough.
a. is
b. are
c. has
d. has been
28. This was an ... sign that something big was happening.
a. mistake
b. mistaken
c. unmistakable
d. mistook
29. The ... city movement had reached second gear.
a. sustainable
b. to sustain
c. for sustenance
d. sustain

Exercise 11. Render the following sentences into Ukrainian.

1. Making smart choices is a skill worth honing.
2. Capturing three-dimensional images of objects requires using photographic plates made of glass or plastic.
3. Generating alternatives takes time and thought.
4. In doing so, he continues the glorious engineering tradition.
5. The exhibition was worth attending.
6. They were very interested in the subject discussed.
7. The results are worth reporting.
8. The abstract requires that you write a sentence of justification, a statement of objective, a reference to methods used, a list of most important results, and any conclusion reached.
9. Methods employed in solving this problem are strongly influenced by the research objectives.
10. The survey concerned synthesized materials.
11. The method used depended upon the material selected.
12. Hydrogen is the lightest element known.
13. We suppose this method to be of great practical value.
14. The temperature of the substance obtained remained constant.
15. The article to be translated is here.
16. Computer is a complex device if viewed as a whole.
17. Being invited too late, we couldn't attend the conference.
18. (When) going into reaction, elements change their properties.
19. Considered from this point of view, the issue is of little importance.
20. The problem to be solved is extremely difficult.
21. She was the first to study this phenomenon.
22. He was the next to investigate the phenomena.
23. The data obtained appear to be quite correct.

24. Only the methods known from practical experience to be reliable have been used.
25. A President-elect is a political candidate who has been elected president but who has not yet taken office.
26. The last 20 percent of the work to be done tends to take 80 percent of time.
27. Quintessentially, this is a novel approach.
28. Conceptually, differential GPS resembles real-time kinematic GPS.
29. Metaphorically, each row represents one generation.
30. It allows users to touch and manipulate virtual objects.
31. The idea is for the user to experience the object exactly as if he or she were touching it in the real world.
32. Attached please find the list of upcoming conferences.
33. He holds seven patents and has five pending.
34. This work has given me a bad case of «author envy».
35. Cabinetrywise, it's best to look at function before focusing on style.

Exercise 12. Render the following text into Ukrainian. Discuss the point with your colleagues.

THE MEANING(S) OF RESEARCH

Everyone has an intuitive understanding of what is meant by basic research, applied research, and development. Basic research calls up an image of a scientist in a laboratory who studies phenomena purely for the purpose of expanding the knowledge base. Consequently, some refer to the activity as «pure» research. Two of the numerous other adjectives for basic research are curiosity-driven and investigator-oriented. The opposite of pure research is «applied». The aim of applied research is to investigate technologies that could be used to create a new product or the next generation of an existing one. Development exploits new technologies to design products that are practical, reliable, and manufacturable. Some pinpoint the difference between basic and applied research thus: getting one thing to work out of 100 versus finding the one thing out of 100 that does not work. Others say that basic research is getting one thing to work.

It is also argued that R&D efforts include the following four categories: development, advanced technology, exploratory research, and basic research. Development is closest to the production phase. Upstream of development is advanced technology, in which researchers work closely with the business units. Exploratory research investigates alternative technologies. It often goes on independently of business units. The fourth category, basic science, is the science disconnected from business.

But research can be contemplated from yet another point, i.e. whoever is funding it and expects to benefit from it. Strategic research is the term widely used to label this perspective. Into this category fall several other expressions, such as long-term commercial research and goal-oriented research. In strategic research, the goal is defined first, then the research efforts (both basic and applied) needed to achieve the goal are laid out. Thus it has both basic and applied components.

Exercise 13. Render the following text into English. Compose your own text regarding the study program you are currently pursuing (think of any relevant curricula elements, if applicable). If necessary, use the Internet resources.

Old Dominion University: Doctor of Philosophy in English

The PhD in English is an innovative program that integrates writing, rhetoric, discourse, technology, and textual studies. Offering opportunities for creative reinterpretation of these fields within the discipline of English, we emphasize research that examines texts in a variety of overlapping and sometimes competing language-based worlds. Our focus is on how the creation and reception of texts and media are affected by the form, purpose, technology of composition, audience, cultural location, and communities of discourse. All students take 15 hours of core courses, 9 hours of electives, a 3-hour Dissertation Seminar, and 12 hours of specialized courses in one of two fields:

* Rhetoric and Textual Studies. Designed for those interested in applying the analytic tools provided by rhetoric, linguistics, and critical/literary theory to the study of verbal, graphic, and visual texts, this track prepares students for placement and advancement in academic and

nonacademic careers related to the study and teaching of rhetorical theories/practices, composition instruction and administration, as well as rhetorical approaches to composition, discourse, literature and culture.

* Professional Writing and New Media. Designed for those in education and industry who wish to study the connections between discourse and technology. Involving both theoretical exploration and experiential learning, this track prepares graduates for leadership roles in technical and professional communication, composition instruction and administration, and software development.

Students may pursue full- or part-time study through a combination of on-campus and distance learning courses. At present, we offer one to two distance learning courses per semester, and distance students will visit the campus to take six to nine additional hours through our Doctoral Summer Institute program, which offers intensive study of major issues in English Studies in the company of nationally-known specialists.

For additional information, visit our website at <http://al.odu.edu/english/academics/phd.shtml>

VISUALS / INFOGRAPHICS

TEXT. Read the following passage, paraphrase it. Discuss the ways graphics affects people in workplace.

As we move into the technological age, we witness the increasing use of graphics all around us, and the **influence** that graphics has on the way everyone thinks. The visual world in which we live reminds us that graphics has **enormous** impact on our lives.

Computer users, for example, use graphic design within the texts they prepare on a word processor. Some researchers believe that graphics will **actually** help people communicate more effectively whether on a computer screen or a printed page. The goal of graphic design is to present information that can be understood easily and quickly. Graphic designs usually mean headlines, charts, graphs, tables, diagrams, symbols and pictures.

GRAPHS are a visual way of presenting information, especially statistical data. The three most important types of graphs are:

line graphs	are useful in showing changes and trends (general tendencies or directions in the way a situation is changing or developing) involving
bar graphs	quantities or amounts over time;

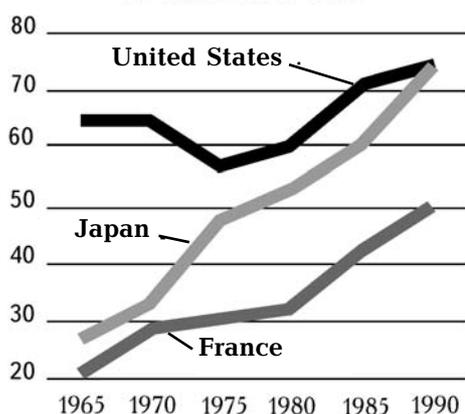
influence — an effect on someone or something without the use of direct force or command **Synonym:** impact
укр. вплив

enormous — extremely large
укр. величезний

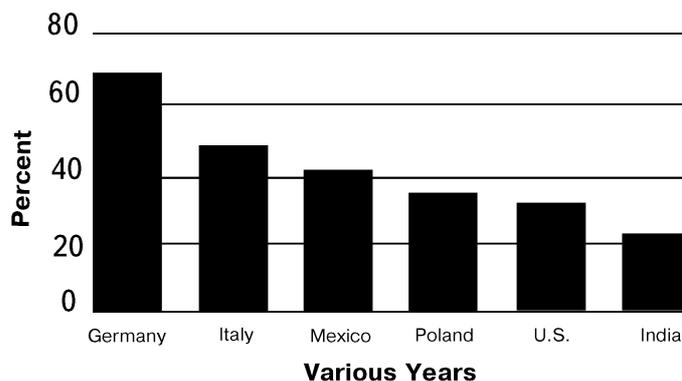
actually — in fact, really, in reality, in actuality
укр. фактично, насправді

Scientists & Engineers in the Labor Force

Per 10,000 Labor Force

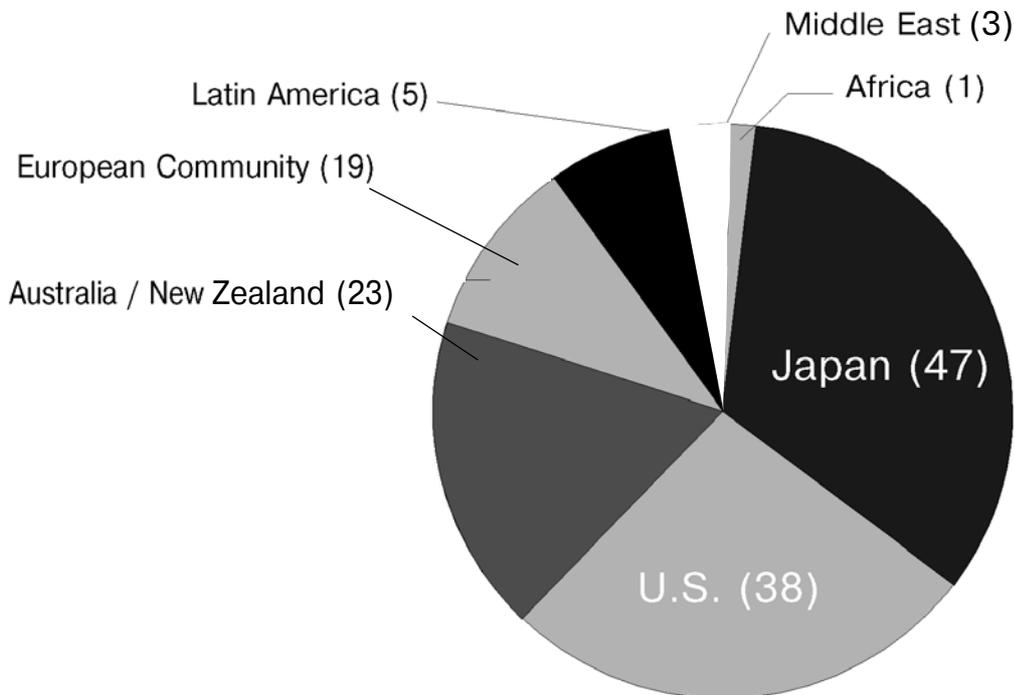


Ratio of Science and Engineering Degrees to Total First University Degrees



R&D Scientists and Engineers

Per 10,000 Population, 1995



circle graphs

sometimes called pie graphs, show percentage, and whole is divided into parts.

When analyzing information in a line or bar graph, note time periods and increases or decreases in amounts. In a circle graph, note the relationship of each part to the whole. Rank the percentages from the greatest to the least. Start with general introductory information, describe dynamics, compare and contrast, and draw conclusions. E.g.:

The/This infographics (chart/graph/diagram/map)

shows (illustrates / gives / displays / reflects / reveals / (re)presents / compares the trends in/of // changes in... // the quantity of... // the proportion (percentage) of ...// information (data) on...// important aspects of... / the main sources of...// the differences in/between ...).

We can see / It is noticeable / It is (not) clear that.../

To sum up, / In conclusion, .../ Finally, ... / To wrap up .../

On the whole, .../ Overall, we can see that ...

From this data, we could conclude that.../ It could be concluded that...

Comment on these graphs:

The present stock and flow of human resources engaged in the global discovery and application of science and technology are critical to the future pace of innovation. Historically, the world's largest reservoirs of scientists and engineers have rested in the Western economies. Over time, however, Asia, especially Japan, has begun to build equivalent *pools of scientists* and engineers in the labor force, and emerging economies are showing signs of producing relatively high proportions of scientists and engineers among their university graduating *cohorts*. As the global economy expands and nations become ever more interconnected, there may be reason to hope for a smoothing out of at least some aspects of global *S&T* human resources capacity.

pool of scientists, reservoir of scientists укр. кадри (резерв) вчених

cohort — any group of people who share some common quality (same age etc.) — community

укр. когорта, група, спільнота

S&T — Science and Technology

укр. наука і техніка

Exercise 14.

Study the following chart and its sample analysis. Prepare your own presentation based on some statistics. See also: *The Language of Comparison* (pp. 89-92), *Contrasting in English* (pp. 95-97).

Describing Charts

to decrease / to drop/ to go down / to fall / to plummet / to slump /

to reduce / to diminish / to decline зменшуватися

to increase / to grow /to go up / to rise / to jump / to surge / to accelerate / to expand

збільшуватися

to reach (a point) досягнути (позначки)

to remain the same залишатися таким самим

discrepancy, divergence розбіжність

improvement покращання; поліпшення

to improve поліпшувати

slight / minor незначний

slightly/a (little) bit незначною мірою

gradual/ progressive поступовий

steady постійний, стабільний

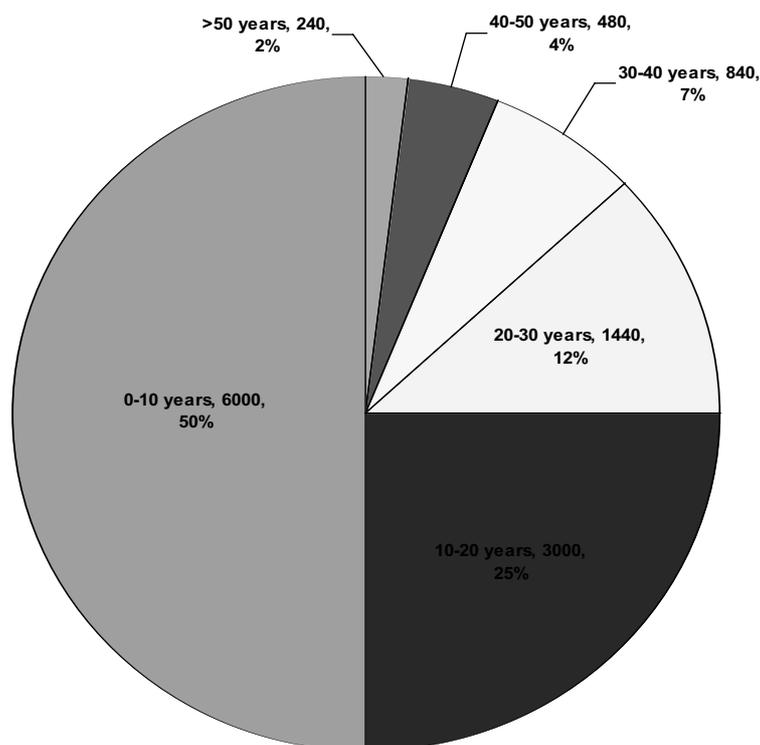
steadily постійно, стабільно

sharp різкий sharply різко

considerably/dramatically значно

major / dramatic значний

median середній

**ВІДМІННІСТЬ:**

X differs from **Y**

is unlike/different from **Y**

is (not) as ... as **Y**

has/doesn't have as

many/much... as **Y**

isn't nearly as ... as **Y**

СХОЖІСТЬ:

X is like **Y** (**X** and **Y** are alike)

is similar to **Y**

is almost/nearly/much

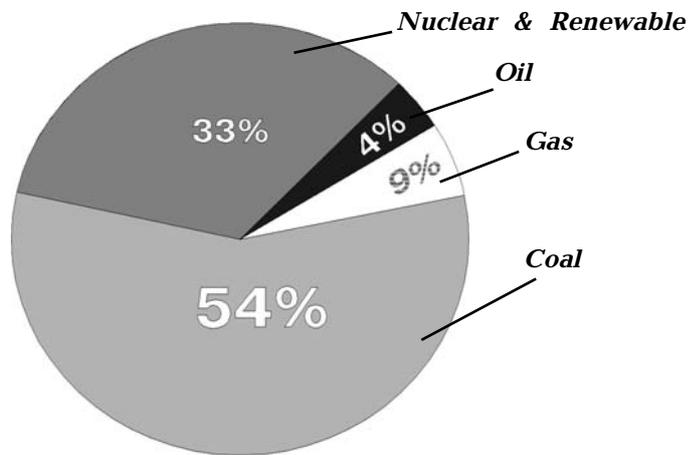
the same as **Y**

Figure 1. Demographics of Society membership

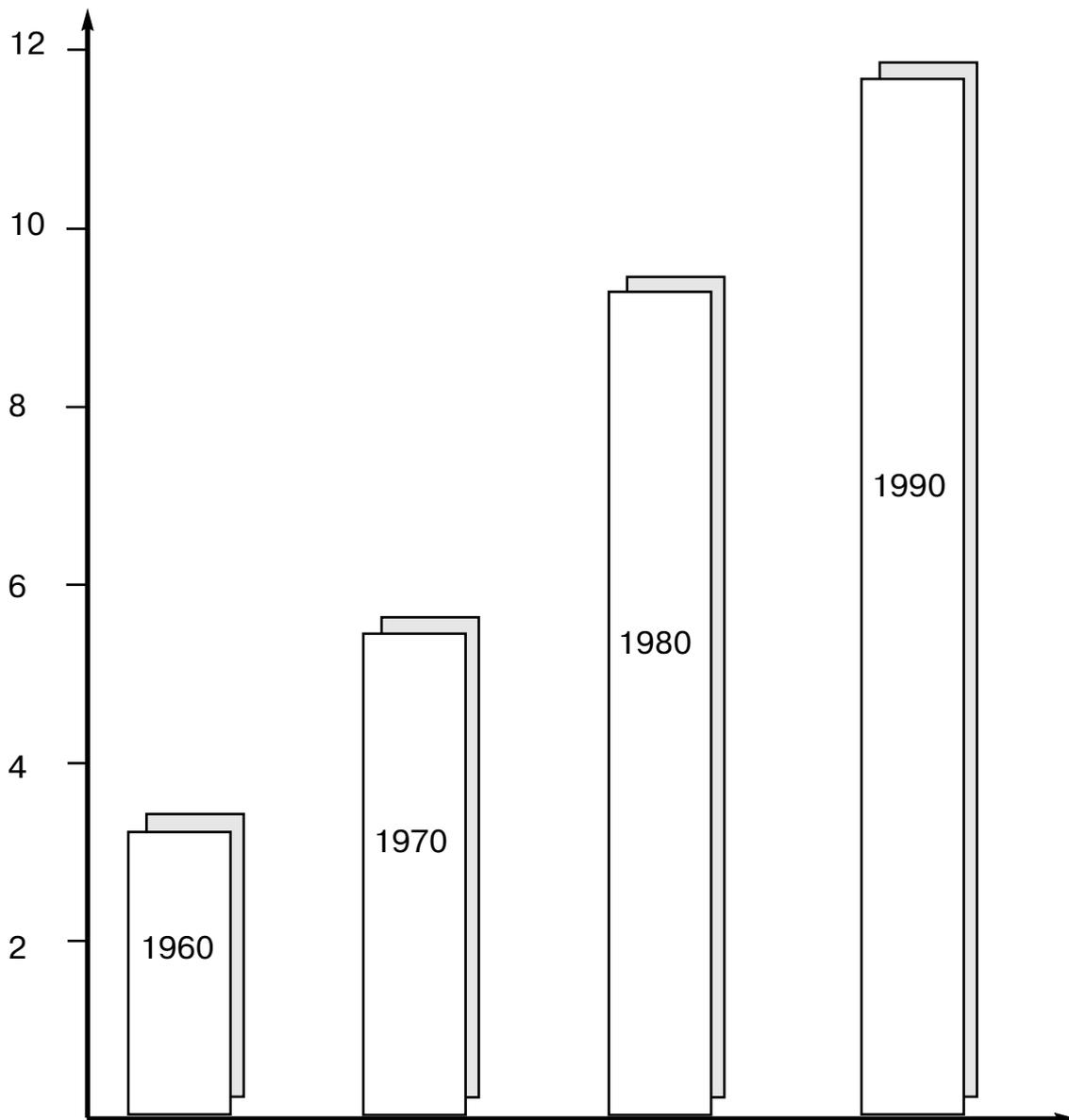
The median number of membership years in our Society is about 11, but that does not really tell the whole story. A better view of the demographics of our membership may be obtained by examining the distribution, as shown in Figure 1. We can see that 50% or 6000 of our members have been involved with the Society ten years or less. Looking further, we can see that half that number has been involved between ten and 20 years. Following this trend over the next several decades, the number of members involved in one decade is about half of that in the previous decade. This demographics may be attributed in part to the rapid growth of the Society in recent years. But we know that, particularly in the early years of membership, we lose a considerable number of members through nonrenewal. More careful study shows that the longer we retain a member, the more likely they are to renew.

Exercise 15. A. Make some predictions about the world electricity consumption if present trends continue.

Sources of Electricity Generated in the USA



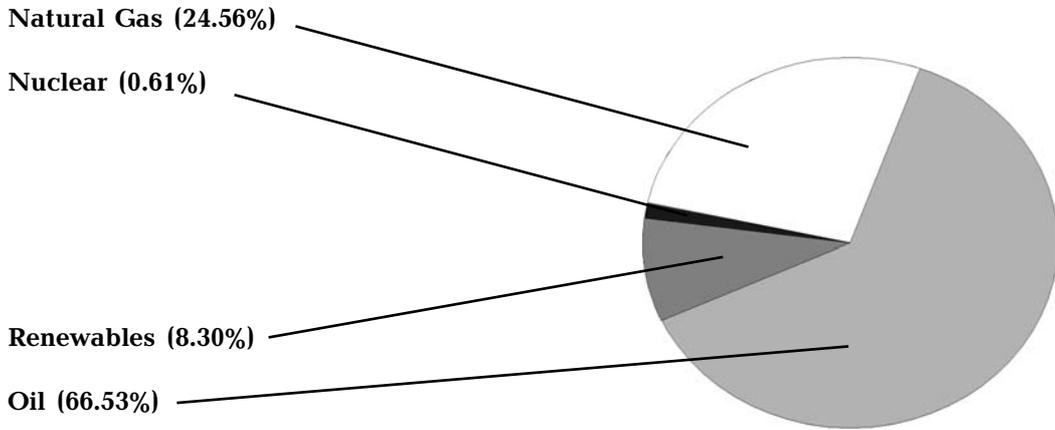
World Consumption of Electricity (10^6 GWh)



B. What does comparison of world energy consumption by source reveal?

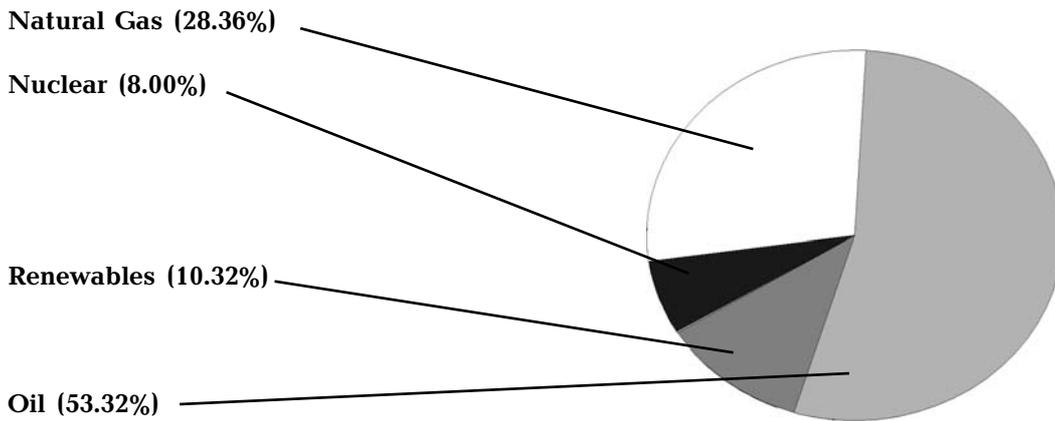
World Energy Consumption — 1970

Total: 206.7 Quadrillion Btu



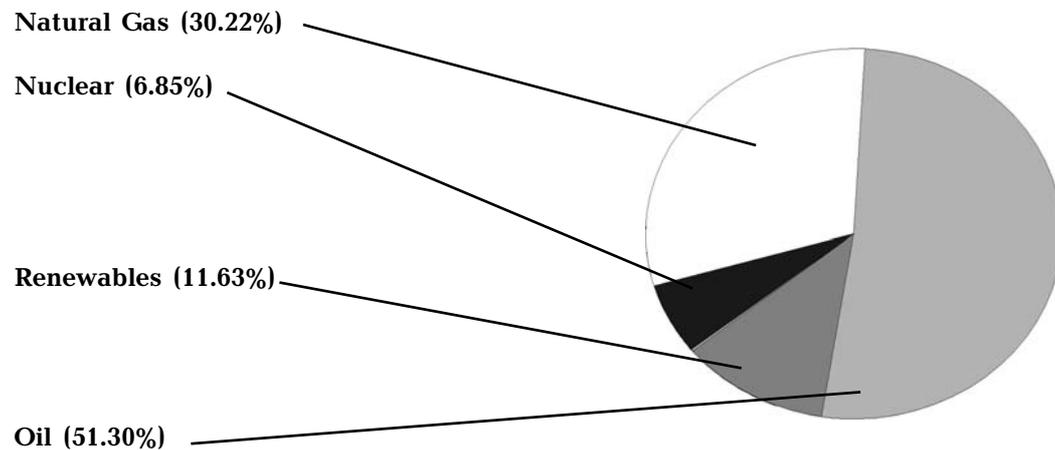
World Energy Consumption — 1990

Total: 345.6 Quadrillion Btu



World Energy Consumption — 2010

Total: 471.1 Quadrillion Btu



● MIND verbalizing the following symbols and other visulas:

@	at
*	the asterisk symbol, the «star» key on touch-tone telephone handsets
#	octothorpe/the pound key/tictactoe/cross-hatch/hash/square символ «гратка»
40 + (-) 10 =	forty plus (minus) ninety is/equals/is equal to ...
4x5=20	four times (multiplied by) 5 is/equals/is equal to ...
30:3=10	thirty divided by three is/equals/is equal to 10
x ²	x square (squared)
x ³	x cube (cubed)
7 ¹³	7 to the 13th power
0.3	zero/nought (o) point 3
0.03	zero (o) point zero (o) 3
1.234	one point 2,3,4
1/2	a (one) half
1/3	a (one) third
1/9	a one ninth
1/14	a (one) fourteenth
1/40	a (one) fortieth
(Cxm ²)/kg	coulomb-square meter per kilogram
Cartesian coordinates	

MIND the sequence of modifiers in English:

OpShaCOM

Opinion Shape Color Origin Material

E.g. a premium quality oblong magenta Swiss leather iPod case

parameter(s)	at/next to/ close to/adjacent to/ in close proximity
dimension(s) / (overall dimensions)	left-hand (LH) right-hand (RH)
range/scope/extent/interval	between among
rate/speed/velocity	in front of in the back/rear of
size	on /over
medium(-sized) small; large; big	(on) top (of)
shape	(at) the bottom (of)
circle	in / into / inward
triangle	out/ out of / outer / outward
rectangular/oblong	under/below/beneath/underneath
round	up / upward нагору
square	upper верхній, горішній lower нижній, долішній
diamond	to/toward(s)
oval	through
ellipse	along
U-shaped	in the middle of
dome-shaped	center (American English) / centre (British and Canadian English)

«like this»; «that high»; «that deep»; «that wide» etc.	peripheral/marginal/borderline
curve	perpendicular to
segment	parallel to
broken line	diagonal
dotted line	horizontal (axis)
shaded area	vertical
weight	left to right
(heavy, light)	right to left
frequency	bottom-to-top
cost	clockwise
(cost-effective VS. expensive)	counterclockwise
resistance	to and fro
(highly resistant to...)	up and down
	around
	linear(ly)
	regular(ly)
	random(ly)

Exercise 16. Fill in the blanks with the correct article: a, the or ___. Pay special attention to articles usage in measurements context.

1. ___ Density is ___ mass divided by ___ volume.
2. It is usually measured in ___ kilograms per ___ cubic meter.
3. ___ Temperature drops with ___ height.
4. ___ temperature of 10 degrees Celsius was measured at the ground.
5. ___ temperature drop was constant.

Exercise 17. Analyze the following statements in terms of verbal and non-verbal linguistic devices interplay. Make conclusions about the role of visuals in various parts of written research.

1. It is easy to understand why, and Table 27 helps us to do so.
2. The text, consisting of 37 short chapters, is supplemented by artwork on nearly every page. The drawings are a cross between three-dimensional engineering views and artistic impressions. The combination of text and art work works well, holding the reader's interest.
3. Why a painting by Malevich appears on the front cover? We can trace that move from a metaphorical multi-modal world of text and image. A world which is not static but in a state of tension, open to innovation and creativity. The image captures that tense and dynamic integration of form, function and interpersonality which is at the heart of this book as the author shows the struggle between the demand for a conventionalized construction of knowledge and the need of original scholars and researchers to proclaim their authorial identity.

Exercise 18. Read the passage and answer the questions that follow.

The ubiquitous symbol of the Internet, the @ sign, seems to be rather old. An Italian academic, Giorgio Stabile, a professor of the history of science, has found evidence of its use in the records of Italian merchants nearly 500 years ago, when it was both a unit of weight and of volume, representing the capacity of one amphora (a kind of a terracotta jar). The shape of the amphorae resembled a letter «a». It seems that the symbol was employed across Europe for years to denote various things before it finally acquired its modern sense.

1. The passage is mainly concerned with
 - a. trade issues
 - b. history of science

-
- c. classification of the Internet symbols
d. the origins of one of the Internet symbols
2. According to the passage, @
- a. is a recent symbol
b. is very old
c. was invented by Giorgio Stabile
d. has never been used in Europe
3. According to the passage, nearly 500 years ago, the @ sign was
- a. a unit of weight and volume
b. not a unit of weight
c. a unit of volume
d. a unit of weight only
4. It could be inferred from the passage that the @ symbol
- a. did not change through years
b. underwent some transformations
c. was later discarded
d. was never used
5. We can conclude that @
- a. is now widely used on the Internet
b. is rarely used on the Internet
c. may soon be replaced by other symbol
d. is used just for fun
6. The underlined word ubiquitous could best be replaced by which of the following:
- a. unique
b. omnipresent
c. unlikely
d. optional
7. The underlined word academic could best be replaced by which of the following:
- a. academician
b. high school educator
c. higher school educator
d. laboratory assistant
8. The underlined word evidence could best be replaced by which of the following:
- a. proof
b. hypothesis
c. theory
d. assumptions
9. The underlined word nearly could best be replaced by which of the following:
- a. around
b. somehow
c. exactly
d. actually

10. The underlined phrase a kind of could best be replaced by which of the following:

- a. assortment
- b. the sort
- c. a sort of
- d. and sorts

11. The underlined phrase It seems could best be replaced by which of the following:

- a. It shows
- b. It turns out
- c. It appears
- d. It happens

12. The underlined word modern could best be replaced by which of the following:

- a. outdated
- b. current
- c. true
- d. false

13. The underlined word sense could best be replaced by which of the following:

- a. meaning
- b. use
- c. approach
- d. technique

Exercise 19.

Study the following passages. Be ready to talk about similar recent or upcoming events at your institution. Pay special attention to explicit and implicit ways of providing justification and rationale for the importance of respective studies.

A. The 21st Annual College of Communications Research Symposium (the University of Tennessee, Knoxville), represented a departure from tradition by broadening the scope of research in the College, and by implementing Scholar-to-Scholar Research sessions. Participants of the Symposium were invited to submit papers in the areas of Health and Biomedical Sciences, Information Technology, Ethics and the Professions, and International Communication. The College has developed these intellectual interest groups, among others, as a result of a wider University initiative to examine strengths and weaknesses across the campus. More traditional lines of research also were encouraged so that papers accepted for the Symposium represented a broader line of inquiry rather than a replacement of traditional subjects of research.

The Scholar-to-Scholar approach also was an experiment, and one that participants said was very helpful in stimulating thoughtful discussion of their research. The round-table approach facilitated sharing of ideas for strengthening the current inquiry and for stimulating new approaches. Some of the comments from the participants included the following: «It was a terrific event. I benefited academically and was given valuable advice for pursuing future research». Another participant said time spent at the Symposium was «very productive. I enjoyed every moment of my stay».

B. Simulation tools are becoming ever more critical in evaluating design parameters for high-performance optical communications. Complexity and cost of optical communications systems prevents even large companies from doing extensive experimentation for optimizing products. Consequently, modeling tools are increasingly becoming the tools of choice for product optimization. This workshop deals with the converging areas of device, system, and network modeling. Additional highlights will be the significant advances in the ease-of-use of graphical

user interfaces as well as the sophistication of the program models themselves. The workshop will be divided into two sessions (i) brief presentations by the participants, with a discussion aimed at the specific needs of the community, and (ii) table-top demonstrations. We hope that participants will include in their presentations a comparison between simulation and experiment, with an aim towards modeling validation.

C. The phenomenal growth and globalization of the Internet we have witnessed in the last decade created a series of new disciplines, products, and, obviously, challenges. E-commerce (a.k.a. e-business, or e-tailing, lately) is a typical example of such product, importance of which is very difficult to overestimate in today's business world. From its original position of a somewhat surprising by-product of the Internet (r)evolution, e-commerce has become one of its major drivers as well as one of the enablers of new standards and technologies. As such, e-commerce began to be treated with the appropriate seriousness and respect not only by industry, but even by government and academia.

Exercise 20. Translate the names of the following symbols into Ukrainian.

%	percentage	>	greater than
&	ampersand	?	question mark
,	comma	[open square bracket
.	period]	closing square bracket
/	forward slash	(open parenthesis
\	back slash)	closing parenthesis
:	colon	{	open brace
;	semi-colon	}	closing brace
<	less than	_	underscore
=	equal		vertical bar

UNscientifically speaking...

A statement on the seal: «Before you break the seal on this product, please carefully review and read all the printed material enclosed.»

Noteworthy

Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.

Benjamin Franklin

EXPRESSING PROBABILITY (Scientific Sense)

MIND the specificity of linguistic devices denoting possibility:

IN UKRAINIAN:

MAX безперечно; безсумнівно; без сумніву; завжди; в усіх випадках; зазвичай;
напевне/напевно; можливо; імовірно/ймовірно; у деяких випадках; іноді;

MIN мабуть; видається; очевидно

IN ENGLISH:

%	↑		
100		always	<i>Sure(ly)/certain(ly)/truly/unquestionably/definitely/ indeed/undoubtedly/</i>
90		WILL	<i>(There is) no (little) doubt / It's a safe bet</i>
		SHOULD/MUST/HAVE (GOT) TO	<i>There is no question about...</i>
70		WOULD	<i>(It is) highly probable (that)/</i>
		almost always	<i>(There is) (a) strong/high/definite probability (that)</i>
		CAN	<i>In all probability/There is a good chance</i>
		COULD WELL	<i>(There is) every indication (that)/ (It is) more than likely</i>
		COULD	<i>(It is) very likely/(It is) most likely/ (There is) strong likelihood</i>
		often / frequently / periodically	<i>In all likelihood / In all probability/ (It is) probable (that) / probably</i>
		MAY WELL	<i>(It is) likely (that) / X is likely to</i>
50		MAY	<i>(It is) very possible (that)</i>
		sometimes / at times	<i>(There is) a definite possibility (that)/</i>
		occasionally / on occasion	<i>(There is / It is) a serious possibility (that)</i>
		rarely / seldom	<i>(It) may be/presumably /apparently / (It) seems/appears (that) /</i>
		MIGHT WELL / MIGHT AS WELL	<i>(It) looks like/</i>
10		MIGHT	<i>(It is) possible (that) / possibly / maybe / eventually</i>
		MIGHT/MAY/COULD/MUST + Participle II	<i>It seems possible/There is some possibility/ By the look of things</i>
5		not impossible	<i>This (It) would likely (+Verb)... / It might seem ...</i>
		MAY NOT	<i>As far as we/anyone can tell/foresee/forecast/predict/make a prognosis ...</i>
		MIGHT NOT	<i>Hypothetically/tentatively/ In principle/potentially</i>
0		CANNOT	<i>(It is) not very probable (that)</i>
		never	<i>(It is) not very likely (that)</i>
			<i>It is not impossible/improbable (that)/</i>
			<i>There is a remote possibility/small chance</i>
			<i>(It is) not unlikely (that)</i>
			<i>(There is) little evidence</i>
			<i>(It is) unlikely / hardly probable (that)</i>
			<i>(It is) improbable (that)</i>
			<i>(It is) impossible (that)/There is no chance</i>

I think («my viewpoint is...»)	VS.	(,) I think, / I guess, («perhaps»; «possibly»; «maybe»)
<i>I think this distinction between hierarchical or top-down coordination process versus nonhierarchical — bottom-up or emergent coordination process — is an important distinction.</i>		<i>When in a later era the computer became one of the dominant technologies in the world, then suddenly computational and information-processing models became much more prevalent in psychology. And, <u>I think</u>, the same thing is true in organizational theory. The old mechanical models of organizations are increasingly being replaced by information processing models.</i>

Unit 9**Grammar Compendium:****Articles and their Usage****System of Tenses****The Passive Voice****Verbals:**

- **Participle**
- **Infinitive**
- **Gerund**

Types of Questions**Verbs MAKE & DO****Irregular Verbs****Miscellanea:****Useful Expressions for Discussion****About Yourself****Conference Vocabulary****Tips on Resume Writing****TOEFL® Tips****On Figurative Language****Presentations Tips****Describing Products****Qualifying Exam Sample Test****On Writing Letters****Revising and Editing****Useful Phrases for Writing****Research Papers****Commonly Misused Words****Writing for International Audiences****On Argumentative Essays****Useful Conversational Phrases****SMS Lingo****Common Logical Connectors**

ARTICLES AND THEIR USAGE

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

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

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

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

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

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

<p>1. Do not use the definite article «the» with non-count nouns denoting substances, abstract nouns, or when you talk about things in general: Ø Life is life. Життя є життя. Ø Tea is popular beverage. Чай популярний напій. Ø Literature and Ø music are called «<u>the</u> fine arts». Літературу та музику називають витонченим мистецтвом.</p>	<p>But: <u>The</u> life of the scientist was hard. Життя вченого було важким. They lived <u>a</u> happy life. Вони жили щасливо. <u>The</u> tea I had today was Chinese. Сьогодні вранці я пив китайський чай. Please, pass <u>the</u> salt. Будь ласка, передайте сіль.</p>
<p>2. Use either definite or indefinite articles with singular countable nouns: He is going to buy <u>a dictionary</u>. Він збирається придбати словник. Where is <u>the dictionary</u> you spoke about? Де той словник, про який ви згадували?</p>	
<p>3. Use indefinite article with the names of professions: He is <u>a mathematician</u>. Він математик. She is <u>an engineer</u>. Вона інженер.</p>	<p>But: They are Ø doctors. Вони лікарі. They are Ø engineers. Вони інженери.</p>
<p>4. Use <u>the</u> with «of-phrases»: <u>The</u> exploration of space. Дослідження космосу. <u>The</u> knowledge of chemistry. Знання хімії.</p>	<p>But: Space exploration. Chemistry knowledge.</p>

GENERAL USAGE OF ARTICLES:

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

ARTICLES: some (more) tricky points:

an English book	BUT	a European country
an unrealistic plan		a Ukrainian boy
		a unique approach
		a universal rule
		a university student
a history book	BUT	an hour interval

ARTICLES USED WITH CERTAIN EXPRESSIONS

a	the	Ø
a couple of a dozen a pair of a half a lot of a great deal a great many a host of as a result a hundred a thousand two times a day/per day an hour what such a + countable noun Such What a promising approach!	at/to the office to the movies to the theater in the school <i>(inside the building)</i> the first the second(...) the last the ...est (the best, the biggest; the most...) at (in) the end in the beginning to do the shopping in the morning in the afternoon in the evening (the) so-called in the future (some day)	at work at home at/to school (<i>general area</i>) in school (<i>activity indication</i>) (a) part of half (of) lots in stable condition according to contract in rush hour last night; at night at midday/at noon by bus/car/train on foot face to face arm in arm to go shopping from beginning to end at 11 p.m. in 1973 on Wednesday in future (from now on)

ARTICLES WITH PROPER NAMES

	Ø	the	a
cities, states streets, squares, avenues, roads, boulevards, city districts countries (use «the» when they have a plural name and are viewed as unions) geographic areas (regions) continents mountains, mountain peaks mountain ranges lakes lakes when they form a set rivers oceans and seas gulfs	Paris, London, New York New Jersey, Ohio Baker Street, Fifth Avenue, Broadway, Manhattan Canada, France, Ukraine Europe, Asia, South America, Africa Mount Everest Lake Michigan, Ontario	<u>Exception:</u> the Hague <u>Exception:</u> the Strand the Bronx the Philippines, the United Kingdom (the) USA the Orient, the Middle East, the Crimea <u>Exception:</u> the Matterhorn the Rocky Mountains, the Alps the Great Lakes the Danube the Atlantic Ocean, the Black Sea the Gulf of Mexico	

canals		the Erie canal	
planets	Mars, Venus	<u>Exceptions</u> : the Sun, the Moon, (the) Earth	
separate islands	Jamaica		
chains of islands		the Canary Islands	
deserts		the Gobi desert	
parks	Central Park		
tourist attractions, famous buildings, monuments, museums	<u>Exception</u> : Disneyland	the White House the National Gallery	
with universities, colleges, schools beginning with a proper noun	Harvard University, Lambton college		
with universities, colleges, schools beginning with «university», «school», «college»		the University of Virginia the college of arts and sciences	
names of magazines	Time magazine		
names of historic documents		the Treaty of Geneva	
names of wars (except World Wars)	World War I	the War of Independence	
names of ships, trains, airplanes		the Orient express	
names of scientific methods: a) well-known and established (the) b) those still not recognized by everyone (Ø)	Green method	the Montessori method	
proper names a) denoting family as a whole (the) as opposed to separate name (Ø) b) specifying maiden name (a)	Ann Johnson	the Johnsons	She was a Brown before marriage.

Exercise 1.

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

1. May I have a look at ____ book that I brought yesterday?
2. She is ____ chemist.
3. John likes ____ rice.
4. Ann has decided to become ____ engineer, while Mike and Andrew would rather become ____ geographers.
5. Where is ____ coffee that we bought last week?
6. ____ teachers want ____ students to succeed.
7. ____ water is essential for life.
8. Please pass ____ pepper.
9. ____ spreadsheets can help us (to) make ____ calculations.
10. In 1816 a Scottish natural philosopher invented ____ kaleidoscope.
11. ____ Coal is second major natural resource.
12. ____ Ronald Reagan was President of ____ USA during ____ Cold war.
13. Jane wants to study ____ business at ____ University of Illinois.
14. He has graduated from ____ Ohio State University.
15. ____ Rhode Island is the smallest state in ____ USA.

SYSTEM OF TENSES

Simple Present (Present Indefinite) (Present Indefinite) «now»	Present Progressive (Present Continuous) «already in progress now»
Express:	
1. <u>General relationships and timeless truths:</u> Time <u>changes</u> everything. Час змінює усе.	1. <u>Actions in progress:</u> He <u>is studying</u> for an exam Нині він готується до іспиту. This device <u>is becoming</u> more and more popular. Цей прилад набуває (нині) все більшої популярності. <div style="float: right; background-color: #e0e0e0; padding: 5px; font-size: small;"> (right) now at the moment currently at present </div>
2. <u>Permanent states:</u> Ann <u>likes</u> mathematics. Енн любить математику.	2. <u>Uncompleted actions:</u> She <u>is still looking for</u> a job. Вона все ще шукає роботу. John <u>is making</u> dinner. Джон готує вечерю.
3. <u>Habitual and recurring actions:</u> John <u>jogs</u> every morning. Джон бігає підтюпцем щоранку.	3. <u>Repetition and duration, temporary states and activities:</u> He <u>is taking</u> English classes <u>this year</u> . Цього року він відвідує заняття з англійської мови. She <u>is living</u> with her parents <u>this month</u> . Цього місяця вона мешкає разом з батьками.
4. <u>Mental perception and emotions:</u> He never <u>worries</u> . Він ніколи не хвилюється.	4. <u>Emotional comment on present habit:</u> She <u>is always cracking</u> jokes! Завжди вона шуткує!
5. <u>Definite future plans or schedules</u> She <u>completes</u> her studies in a month. Через місяць вона закінчить навчання.	5. <u>Future events:</u> I'm <u>leaving</u> at 7 a.m. tomorrow. Я їду завтра о 7 годині ранку. The delegation <u>is coming</u> tomorrow. Завтра прибуває делегація.
6. <u>Events with future time adverbials: when; if; unless; before; after.</u> After she <u>completes</u> her studies, she plans to stay here for good. Після закінчення навчання вона планує залишитись тут назавжди.	
7. <u>Future events with verbs open/close, begin/end/finish, come/leave:</u> The class <u>begins</u> at 8 a.m. Заняття починаються о 8 годині ранку. The store <u>closes</u> at 10 p.m. Крамниця зачиняється о 10 годині вечора. He <u>comes</u> tomorrow. Він прибуває завтра.	

Tense markers

usually/generally/as a rule/normally
sometimes/from time to time
rarely/seldom/hardly ever

often/
frequently
always
every day
morning
other day

now/right now/at the moment/
currently/at present
still
today
this year/week
these days

NOTE.

Use ONLY Simple Present with stative verbs:

understand	
know	I <u>know</u> it.
believe	Я <u>знаю</u> це.
like	I <u>understand</u> what
hate	
remember	you <u>mean</u> .
need	Я розумію, що ви
want/wish	маєте на увазі.
mean	This idea <u>sounds</u> nice.
prefer	Ця ідея
appear	звучить непогано.
seem	
sound	
smell	
feel	

look
taste
smell
have

Projects look OK on paper.
Food tastes delicious.
I have two dictionaries.

BUT:

I'm looking at you.
He's tasting food.
We're having a party next Sunday.
I usually have tea for breakfast,
but today I'm having coffee.
«I'm feeling good», sang Nina Simone.

Exercise 2.

Use either the Simple Present or the Present Progressive tense of the verbs in the parentheses:

1. I (to understand) now.
2. This suggestion (to sound) nice.
3. Barbara always (to go) to work at 7 a.m.
4. Coffee (to smell) good.
5. She usually (to wake up) in the wee small hours of the morning (at dawn).
6. She (to smell) the flowers. They (to smell) good.

SIMPLE FUTURE

(Future Indefinite)

«at a certain time in the future»

1. probable future events:

I will call you*.
 Я тобі зателефоную.
 I will get back to you as soon as I can.
 Я повернуся до Ваших справ
 щойно зможу це зробити.
 They won't do it, will they?
 Вони цього не зроблять, чи не так?
 We will agree with them, won't we?
 Ми з ними погоджуємося, правда?
 I will help you.
 Я допоможу тобі.
 I'll get the phone.
 Я підйду до телефона.

Tense markers

later
 tomorrow
 in 2 hours
 next month
 tonight
 soon
 from now on відтепер
one of these days (цими) днями
(стосовно майбутнього)
 5 years from now
 the day after tomorrow післязавтра
 in the future / someday / one day
 (колись) у майбутньому

NOTE.

I/we		will	(American English)
s/he			
they			

I/we		shall	(British English)
s/he			
they			

2. mental perception and emotions:

You'll		like		it!		Тобі це обов'язково сподобається!
		love				

NOTE.

DO NOT use Future Tense in a sentence where there are two clauses, one of which is time clause beginning with **when; before; until; after/as soon as; unless; should** (as equivalent of **if**).

I will do it		if/should		you come .
		when		
		before		
		after/as soon as (після того, як)		
		until (допоки)		
		unless (якщо не)		

NOTE. Usually, we **DON'T** use «**will**» after «**if**» in English

(e.g. **If it snows** heavily tomorrow, the flight **will be canceled**).

However, there could be some **EXCEPTIONS TO THE RULE**.

We can use «will» after «**if**»:

- if we're talking about **future results** rather than conditions:
«If you think it will help you achieve the goal...»;
- in certain phrases: **if you will...** (meaning «if you insist on ...» or «if you wouldn't mind...»), **if you won't...** (meaning «if you refuse to ...»),
- in polite requests: **if you wouldn't mind** (doing something),
if you'd be so kind as (to do something).

will not = won't

MIND: future events can also be expressed by using **Present Tenses** (see page 231), namely, **Present Simple** (5, 6, 7), and **Present Progressive** (5).

3. **to be going to future:**

a. future plans, intentions:

She is going to study at the university.

Вона збирається навчатися в університеті.

I'm going to do it no matter what!

Я збираюся це зробити (зроблю це) будь-що!

b. probable and immediate future events:

The class is going to start in a minute.

За хвилину почнуться заняття.

Also: The laboratory is (just) about to close.

Лабораторію вже майже зачинили.

NOTE.

Talking about the future you may well use the following expressions:

* **in the long run** — in the distant future, укр. у далекому майбутньому, на перспективу.

* **in the short run** — in the near future, soon, укр. незабаром

— Why are you learning Spanish?

— I think it will be useful in the long run.

<p>Past Progressive (Past Continuous)</p>	<p>Future Progressive (Future Continuous)</p>								
<u>Express:</u>									
«in progress at a time in the past»	«in progress at a certain time in the future»								
<p>1. <u>events in progress at a specific time:</u> He <u>was studying</u> at 10 p.m. yesterday. Вчора о 10 годині вечора він вчився.</p>	<p>1. <u>events that will be in progress at a time in the future; will last for a period of time in the future:</u> I <u>will be delivering</u> a lecture on philosophy from 9 a.m. till 11 a.m. tomorrow. She <u>will be working</u> on her paper for the next two weeks. Вона працюватиме над статтею два наступні тижні.</p>								
<p>2. <u>interrupted actions:</u> I <u>was reading</u> when she came. Я читав у той момент, коли вона прийшла.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Tense markers</div> <div style="border: 1px solid black; padding: 5px;"> <p>from 5 a.m. till 7 a.m.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px;">this time</td> <td style="padding: 2px;">tomorrow</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;"></td> <td style="padding: 2px;">next year</td> </tr> </table> <p>10 years from now</p> <p>still</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px;">for 2</td> <td style="padding: 2px;">hours</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;"></td> <td style="padding: 2px;">days</td> </tr> </table> <p>at 8 a.m. tomorrow</p> <p>when X come(s)</p> </div>	this time	tomorrow		next year	for 2	hours		days
this time		tomorrow							
		next year							
for 2	hours								
	days								
<p>3. <u>two actions in the past continued at the same time:</u> He <u>was reading</u> while I <u>was writing</u> my essay. Він читав у той час, коли я писав твір.</p>									
<p>4. <u>repetition and iteration:</u> I <u>was reading</u> all day long. Я читав цілий день.</p>									
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 200px;">Tense markers</div>									
<div style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 2px;">yesterday</td> <td style="padding: 2px;">at 5 p.m.</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 2px;"></td> <td style="padding: 2px;">from 3 p.m. to 10 p.m.</td> </tr> </table> <p>all day long</p> <p>while / as/during / meanwhile / in the meantime</p> </div>	yesterday	at 5 p.m.		from 3 p.m. to 10 p.m.					
yesterday	at 5 p.m.								
	from 3 p.m. to 10 p.m.								
<p>NOTE. Use <u>while</u> with Past Progressive, and <u>when</u> with Simple Past.</p>									

Exercise 3. Choose the correct form of the verb from the parentheses:

- When Olga arrived everyone (was studying / studied).
- At 6 p.m. she (was studying / studied).
- At this time tomorrow we (will be taking / will take) the test.
- I (will call / am calling) you one of these days.
- Albert (was reading / read) while Victoria (was watching / watched) TV.

<p style="text-align: center;">Simple Past</p> <p style="text-align: center;">«at a certain time in the past»</p>	<p style="text-align: center;">Present Perfect</p> <p style="text-align: center;">«in the past but related in some way to the present»</p>
Express:	
<p>1. <u>an event that took place at a definite time in the past, or several events that happened: one after the other.</u></p> <p>We <u>discussed</u> it yesterday. Ми обговорили це учора. I <u>closed</u> the book, <u>put</u> it in my bag, and <u>left</u>.</p> <div style="border: 1px solid black; text-align: center; padding: 2px;">tense markers</div> <div style="background-color: #e0e0e0; padding: 5px;"> <p>in 1990 when X was 20 as a child yesterday the day before yesterday позавчора last year / month long ago / once upon a time the other day (цими) днями (стосовно минулого) this morning (the morning is over) eventually/finally/at(in) the end/ ultimately at that time 2 hours ago / later it's (high) time / it's about time давно час just now (only a moment ago) щойно first / (for) the first time (<i>discovered</i>) уперше (for) the last time востаннє</p> </div>	<p>1. <u>actions happened at an indefinite time in the past:</u></p> <p>We <u>have</u> already <u>discussed</u> it. Ми вже обговорили це (колись раніше).</p> <div style="border: 1px solid black; text-align: center; padding: 2px;">tense markers</div> <div style="background-color: #e0e0e0; padding: 5px;"> <p>lately / recently / of late / in recent years останнім часом up to now дотепер so far already never ever since + <i>time marker</i> this morning (before noon) this week/this month today in the past / before / previously / earlier two / three ... times yet (у запитаннях та при запереченні) during the past 2 days for 3 years now вже три роки one day (якось) одного разу just нещодавно this is the first time (<i>I've spoken in public.</i>) це уперше, коли</p> </div>
<p>2. <u>events that lasted for a time in the past:</u></p> <p>He <u>taught</u> at Harvard for 10 years before he came here. Він викладав у Гарварді протягом 10 років перед тим, як переїхав сюди (він більше там не викладає).</p>	<p>2. <u>situations that began in the past, continue to the present:</u></p> <p>He <u>has attended</u> the university for 3 years. Він навчається в університеті протягом 3 років. He <u>has lived</u> in Germany since 1992 (he still lives there). Він проживає у Німеччині з 1992 року.</p> <p>MIND: <i>since</i> is used to indicate the beginning of the time period; <i>for</i> is used to indicate duration of time.</p>
<p>3. <u>habitual or repeated events:</u></p> <p>She <u>studied</u> English every day until she passed the test. Вона вчила англійську щодня, доки (допоки) не склала іспит.</p>	<p>3. <u>actions completed in the past but related to the present:</u></p> <p>John <u>has applied</u> for several job openings and now he's waiting for the results. Джон подав заявку на декілька вакансій і тепер очікує на результати.</p>

<p>4. <u>past mental perceptions or emotions</u>: She <u>always knew</u> what she wanted. Вона завжди знала, чого прагне.</p>	<p>MIND:</p> <p>— Have you <u>ever been to</u> Australia (before)? — No, I have <u>never been to</u> Australia (before).</p>
<p>NOTE. used to and be used to + ...ing/noun</p>	
<p>*used to describes habits, regular activities, states in the past that no longer exist now; *be used to + ...ing/noun means «be accustomed to», «have a habit» He <u>used to work</u> at the university. Раніше він працював в університеті. He <u>is used to working</u> at the university. Він звик працювати в університеті. or: He <u>is used to his present job</u>. Він звик до своєї теперішньої роботи.</p>	

Past Perfect	Future Perfect
2 actions (or more) occurred	
before a certain time in the past	before a certain time in the future
Express:	
<p><u>action(s) or state(s) that took place before other event(s) in the past</u>: He <u>had studied</u> very hard Action 1 <u>before he passed</u> the exam. Action 2 Він наполегливо вчився перед тим (до того), як склав іспит. This/that <u>was the first time</u> he <u>had seen</u> this movie.</p>	<p><u>future event(s) happening before other future event(s)</u>: <u>By the time you come</u>, Action 2 we <u>will have finished</u> the experiment. Action 1 Коли ви прийдете, ми вже закінчимо експеримент. <u>I will have finished</u> translation by 9 p.m. Я закінчу переклад до дев'ятої години вечора.</p>
<p style="text-align: center;">Tense markers</p> <p style="text-align: center;">before after when hardly ... when never ... before</p>	<p style="text-align: center;">Tense markers</p> <p style="text-align: center;">before tomorrow by 5 p.m. by the year...</p>

The **Present Perfect Progressive**(Continuous), the **Past Perfect Progressive** (Continuous), the **Future Perfect Progressive** (Continuous) are used mainly to emphasize the duration of activity expressed by Present Perfect, Past Perfect, and Future Perfect, respectively:

He | **has taught** | mathematics **for years** // **for 3 years/months** // **all day** /
| **has been teaching** | **since Monday** / **his entire life**.

He | **had studied** | very hard before he **passed** the test.
| **had been studying** | (*дія 2, відбувалася згодом/пізніше*)
(*дія 1, відбувалася раніше*)

By the end of the year | we will have worked/lived/taught | here for 5 years.
| we will have been working/living/teaching |

How long have you been doing this?

has she been writing this book?

How long has it been since they arrived? = How long is it since they arrived?

Sequence of Tenses (Reported Speech)

He says that he Він каже, що He will say that he Він казатиме, що	is studying studies	now	here
	now вчиться	today	this/these
	studied (has studied)	yesterday	
	вчився	last year	
	will study вчитиметься	tomorrow	
	can study	two days from today	
	may study МОЖЕ вчитися	three days ago	
	could study	next month/year	
	might study would have studied could have studied МІГ БИ вчитися	recently/lately in the past (years)	
He said that he Він казав, що was studying studied вчиться had studied (has studied) вчився would study буде вчитися could study might study МІГ вчитися could study might study would have studied could have studied МІГ БИ вчитися	was studying studied вчиться	then	there
	had studied (has studied) вчився	that day	that/those
	would study буде вчитися	the day before (on the previous day)	
	could study	the year before the previous year	
	might study МІГ вчитися	the next day the following day	
	could study	two days from then	
	might study	three days earlier	
	would have studied could have studied МІГ БИ вчитися	the following month/year	
		recently/lately in the past (years)	

MIND:

I **have been interested** in science (ever) **since I was I child**.
Я (ще) змалку цікавлюся // цікавилася/цікавився наукою.

- * Previous research **has shown** that the temperature **has stabilized** recently.
- * Our measurements **indicated** that the temperature **has stabilized** in the past years.

NO tense changes are required when you mention1. things that are always true:

Cavendish discovered that water consists of hydrogen and oxygen.

2. statements that occurred only a very short time ago:

He told me (just now), «I can't understand your idea».

He said that he can't understand my idea.

OTHER CASES: see pages 122-123 (Unit 5), pages 156-158 (Unit 6) & page 233 (Unit 9).

NOTE.

Questions in reported speech:

«Am I right?» asked X.

X	asked wondered	if whether (or not)	s/he was right
---	-------------------	------------------------	----------------

They discuss the issue.	The issue is discussed.
They are discussing the issue.	The issue is being discussed.
They discussed the issue.	The issue was discussed.
They had discussed the issue.	The issue had been discussed.
They have discussed the issue.	The issue has been discussed.
They were discussing the issue.	The issue was being discussed.
They will discuss the issue.	The issue will be discussed.
They must discuss the issue.	The issue must be discussed.

Mind specific passive constructions and the ways of translating them into Ukrainian:

1. Indirect Passive:

- a. She gave her sister a book.

object 1 object 2
(indirect) (direct)

A **book was given** to her sister. (*direct passive*) **Her sister was given** a book. (*indirect passive*)

2. Prepositional Passive

- a. The terms were **insisted on**.

На умовах наполягали.

The lecture was **followed by** a discussion.

За лекцією йшла дискусія.

The lecture was **succeeded by** another one.

За однією лекцією йшла інша.

The conference was **preceded by** preliminary arrangements.

Конференції передувала попередня підготовка (або: перед конференцією було проведено підготовку).

All manufacturing processes are **subject/subjected to** change.

Усі технологічні процеси зазнають змін.

The resolution was **objected to** by almost everyone. Проти резолюції були майже усі.

- b. They make use of a device
object *object*

Use is made of a device.

A device is made use of.

Прилад використовують.

They take adequate steps/measures to improve the situation.
object

Adequate steps/measures are taken to improve the situation.

Для поліпшення
ситуації вживають
необхідних заходів.

MIND

Typical Phrases with Passive Voice:

I **was born** in 1972.

I **was named** after my grandfather.

I **was invited** to the conference.

I **am done**. (I am ready.)

This technology **is widely** used. (This is a widely used technology.)

Much **remains to be done**.

It can be concluded that

Don't forget that it's *generally* better to **USE THE ACTIVE VOICE** instead of the passive

MIND: unputdownable book — книга, від якої неможливо відірватися
doable task — посильне/здійсненне завдання

VERBALS PARTICIPLE

There exist the following types of **verbs** in English:

- | | |
|---|--|
| — notional verbs
сміслові | They study English. |
| — auxiliary verbs
допоміжні | Do you like the book? I haven't decided yet.
We will see you later. |
| — modal verbs
модальні | I can do it. |
| — link-verbs
дієслова-зв'язки | He is a scientist. |
| — substitutes
дієслова-замісники | He likes physics, and so do I. |
| — emphatic do
дієслово-підсилювач | I do need this information. |

English notional verbs are characterized by a great variety of **forms** that can be divided into two main groups: **finite** and **non-finite** (verbals).

Особові (finite) форми виражають особу, число, час, стан, спосіб дії, і виступають у реченні присудком.

Безособові (non-finite) форми не мають звичайних форм особи, числа, способу, та не виступають у ролі присудка, хоча й можуть входити до його складу.

VERBALS are:

- **Participle**
- **Infinitive**
- **Gerund**

Participle

Tenses	Active	Passive
Simple (indefinite)	doing	(being) done
Perfect	having done	having been done

Participle I

moving object
предмет, що рухається
living document
документ, що змінюється
та поновлюється

Participle II

the **installed** machines
or
the machines **installed**
встановлені машини (машини, що встановлені/
що їх було встановлено)

Perfect Participle

Having made* the experiment he **left** the laboratory.
Зробивши експеримент, він залишив лабораторію.

* Перфектні форми дієприкметника вказують на завершеність дії стосовно дії, яку виражає присудок

Participles in a Sentence (A,B,C)

Attribute
Означення

The project **proposed** by professor is very promising.
Проект, **запропонований** професором, має великі перспективи.
The paper **presented** attracted a great deal of attention.
Прочитана доповідь привернула багато уваги.
This is the article **so much spoken about**.
Ось стаття, **про яку так багато говорять**.
The scientist **investigating** this problem works at our Institute.
Вчений, **що (який, котрий) досліджує** цю проблему, працює у нашому інституті.
This is the best method **known**.
Це найкращий серед **відомих** методів.

NOTE.

A few **Participles II** change their meaning according to their position

the people **involved** = the people **concerned**
the people who were affected by what was happening
люди, про яких йде мова
(можливі варіанти перекладу:
ті, що розглядаються; дані)

BUT:

an **involved** explanation =
a **complicated** explanation
складне пояснення

BUT:

a **concerned** expression =
a **worried** expression
стурбований вираз

Mind the meaning of the verbs:

to involve включати, залучати

The experiment involves three stages.
involved

Експеримент включає три стадії.
включав

This is the paper involving the latest data.

Ось доповідь, яка залучає останні дані.

to concern стосуватися

The problems concern all of us.
concerned

Ці проблеми стосуються усіх нас.
стосувалися

This is the article concerning the new method.

Ось стаття, що стосується нового метода.

* ALSO:

I didn't realize that this experiment would involve so much concern.

Я не усвідомлював, що цей експеримент здатний викликати таку тривогу.

* ALSO:

I concern myself with history =
I am interested in history

Я цікавлюся історією.

***all concerned** усі зацікавлені особи

**Adverbial
Modifiers**

Обставини

When discussing progress in their work scientists decided to carry
While

out another experiment.

Обговорюючи (під час обговорення) досягнуті результати, вчені
вирішили провести ще один експеримент.

Computer is a complex device when viewed as a whole.
if

Комп'ютер — складний прилад, якщо розглядати його в цілому.

Being invited too late, we couldn't attend the conference. Ми не змогли
відвідати конференцію, бо нас запросили дуже пізно.

When going into reaction, elements change their properties.

Вступаючи у реакцію, елементи змінюють свої властивості.

Having discussed the issue, they went to the library.

Обговоривши це питання, вони пішли до бібліотеки.

Having been discovered, this law became known to many scientists.

Після того, як закон було відкрито, він став відомий багатьом ученим.

Considered from this point of view, the issue is of little importance.

Якщо розглядати питання з цієї точки зору, то воно не надто важливе.

Unless otherwise stated, ... Якщо немає особливих застережень, ...

NOTE.**Mind the translation of certain set expressions containing participles:**

Given — Якщо є; за умови; якщо

Stated — Якщо сформулювати

Seen — Якщо розглядати

Granted — Припустімо, (а далі?)

Let's take it for granted — Давайте вважати, що це доведено (зрозуміла річ)

It being so, — За таких умов,

This being the case, — Якщо справи ідуть таким чином (у такий спосіб),

Parentheses

вставні слова

frankly speaking, — чесно кажучи,

generally speaking, — у цілому,

broadly considered, — якщо розглядати в цілому,

putting it another way, — інакше кажучи,

as already mentioned, — як вже було сказано,

as emphasized above, — як уже наголошувалося раніше,

PARTICIPAL CONSTRUCTIONS**Subjective**

The students were seen
making the experiment.

Бачили, як студенти
робили експеримент.

to see
to watch
to hear

Objective

We saw the students
making the experiment.

Ми бачили, як студенти
роблять експеримент.

NOTE.

to have (get) *something done*
 someone do something

I **had** *the letter translated* (somebody did it for me).

Мені переклали листа.

I **had** *John translate* the letter (John did it for me).

Джон переклав мені листа.

Cf.:

I **have translated** the letter (I have done it myself).

Я (сам) переклав листа.

OTHER CONSTRUCTIONS

It being late, we postponed the meeting.

The session was over, with many problems left unsolved.

The first experiment was hard to perform, the other ones causing no trouble.

The results as presented at the conference are very promising.

The phenomenon thus discovered puzzled almost everyone.

Ми відклали збори, бо (тому що) було пізно.

Засідання закінчилось, але (причому, а) багато питань залишилось невирішеними.

Лише перший експеримент було складно провести, усі інші минули без проблем.

Результати у тому вигляді, як їх подано на конференції, є дуже перспективними.

Явище, яке було відкрито таким чином (у такий спосіб), здивувало майже усіх.

NOTE.Set-phrases with participles

standing committee — постійно діючий комітет

abstracting journal — реферативний журнал

refereed journal фахове видання

steering | committee — оргкомітет
organizing |

learned society — наукове товариство
 /nid/

naked eye — неозброєне око,
 /kid/ Also: **unaided** eye

allied disciplines > суміжні дисципліни
related fields

NOTE.

Presenting the report is my colleague.
 Доповідь виголошує моя колега.

VERBALS INFINITIVE

Tenses	Active	Passive
Simple (Indefinite)	to do	to be done
Progressive (Continuous)	to be doing	—
Perfect	to have done	to have been done
Perfect Progressive (Continuous)	to have been doing	—

Infinitive in a Sentence

Subject

Підмет

To explain this phenomenon is not easy.

Пояснити це явище — нелегка справа.

To err is human.

Людині властиво помилятися.

Part of Predicate

Частина присудка

Our aim is to master English.

Наша мета — вивчити англійську мову.

We are to study English. | Ми повинні вчити

We have to study English. | англійську мову.

They had to work hard.

Їм довелося напружено працювати.

You must have read this article.

Мабуть, ви прочитали цю статтю.

You could have done it better.

Ви могли б зробити це краще.

Object

Додаток

Science teaches us to create.

Наука вчить нас творити.

Attribute

Означення

The article to be translated is here.
Стаття, яку треба перекласти, знаходиться тут.

The problem to be solved is extremely difficult.
Проблема, яку треба вирішити, дуже складна.

The conference to be followed by an exhibition is to take place tomorrow.
Конференція, яка буде супроводжуватися роботою виставки, має відбутися завтра.

He was the first (scientist) to study this phenomenon.

the last (one)

the next

the only

Він був першим (вченим), хто вивчав це явище.

останнім

наступним

єдиним

**Adverbial
Modifiers**
Обставини

You must study hard (in order) to excel.
Ви повинні наполегливо вчитися,
аби досягти успіху (бути кращим).
This method is (not) accurate enough to give reliable results.
Цей метод (не)достатньо точний,
аби за його допомогою отримати надійні результати.
These details are **too** important **to be** neglected.
Ці деталі надто важливі, щоб ними нехтувати.

Hydrogen and oxygen unite	to make	
	to form	
	to yield	water.
	to bring about	
	to produce	
	to give (rise to)	

Кисень та водень поєднуються, утворюючи воду.

Parentheses
Вставні слова

To sum up, | підсумовуючи,
To summarize, |
To begin with, — почнемо з того, що
To put it another way, — інакше кажучи
to say nothing of | не кажучи вже про
not to mention |
so to say/speak — сказати б
that is to say — тобто
To put it briefly, — коротше кажучи,
*to be on the safe side — про всяк випадок

Exercise 4.

Translate the following sentences into Ukrainian.

1. It is never too late to learn.
2. Newton was the first to realize the universality of gravity.
3. The subject is important enough to be discussed in full detail.
4. These methods are to be described in the next chapter.
5. Water is to be purified to meet our needs.
6. The intention of the author is to show some newly developed methods.
7. These factors combine to make the problem very complicated.
8. To be on the safe side, we are to take into consideration everything.
9. The two quantities are added to yield the desired result.
10. This is the rule not to be forgotten.
11. She was the last to join our group.
12. The problem is too complex to be solved right away.
13. To get the best results, follow the directions carefully.
14. To know everything is to know nothing.

Constructions with the Infinitive

Subjective

Підмет з інфінітивом

He is known to be a reliable person.

Відомо, що він надійна людина. / Він, як відомо, надійна людина.

The article is said to be very interesting.

Кажуть, що це дуже цікава стаття. / Ця стаття, кажуть, дуже цікава.

She is expected to come.

Очікують, що вона прийде.

to know	знати
to think	
to consider	
to believe	
to suppose	
to find	
to say	
to report	
to expect	
to state	констатувати
to see	
to watch	
to observe	

Objective

Додаток з інфінітивом

I know him to be a reliable person.

Я знаю, що він надійна людина.

We consider this problem to be of great importance.

Ми вважаємо, що це надзвичайно важлива проблема.

They reported him to win the prize.

Повідомили, що він здобув премію.

to be likely ймовірно
to be unlikely малоймовірно
to be sure напевне/напевно
та після Participle II

He is | (un)likely | to come
| sure

(Мало)ймовірно, що він прийде.

Він обов'язково прийде.

Only the methods known from practical experience to be reliable have been used.

Було використано лише ті методи, котрі, як відомо з практичного досвіду, є надійними.

to happen		ставатися
to chance		
to seem		видаватися
to appear		
to prove		виявлятися
to turn out		

He seems to know the rule.

Очевидно, він знає це правило.

It turned out to be a | success.
| failure.

Це виявилось | успіхом
| невдачею.

to allow		ДОЗВОЛЯТИ
to permit		
to enable		

This device enables accurate measurements to be carried out.

Цей прилад дозволяє зробити точні виміри.

to want		бажати
to wish		
to desire		
to like		
to love		

Do you want me to help?

Ви хочете, щоб я допоміг?

They should be made to **comply** with safety regulations.
Їх треба примусити підкоритися правилам безпеки.

to make* — примушувати;
зробити так, щоб...

Teachers should make **their students study**.
Вчителі повинні зробити так, щоб їхні учні вчилися.

* When the verb **make** is *passive*, its complement is infinitive WITH **to**, when *active* — infinitive WITHOUT **to**.

For+to+Infinitive Construction

There is not enough time for this article to be published this year.
 Недостатньо часу для того, аби ця стаття вийшла друком цього року.
 That was for him to decide.
 Це повинен був вирішити він. (Порівняйте: *It was up to him).

NOTE.

Bare Infinitive (інфінітив без **to**)

Do NOT use **to**:

1. after modal and auxiliary verbs:

I don't \emptyset understand you.

Я не розумію вас.

If one can't \emptyset have what one loves, one must \emptyset love what one has.

Якщо не маєш того, що любиш, люби те, що маєш.

2. after let, would rather, had better, make (active), and in the sentences beginning with Why:

Let us \emptyset be friends.

Давайте будемо друзями.

I would rather not \emptyset do it.

Я ліпше цього не робитиму.

What makes you \emptyset think so?

Що примушує вас думати саме так?

Why not \emptyset come?

Чому б не прийти?

NOTE.

Split Infinitive (розщеплений інфінітив)

Really, I want to understand you.

Справді, я хочу зрозуміти вас.

I want to really understand you.

Я справді хочу зрозуміти вас.

NOTE.

Sometimes **to** can be used INSTEAD of the infinitive:

I would not do it even if I wanted **to**.

I would not do it even if I wanted **to do it**.

Я б не зробив цього, навіть якщо і хотів би (це зробити).

— Would you like some tea?

— I'd | love to.
| like to.

— Ви хотіли б випити чаю?

— Із задоволенням.

BUT:

Mind the verb **try**:

— Can you do this?

— I'll **try**.

— Ви можете це зробити?

— Спробую.

VERBALS GERUND

	active	passive
Simple (Indefinite)	using	being used
Perfect	having used	having been used

GERUNDS and NOUNS

NO plural ending:
Writing poetry is difficult.

Take plural ending:
I have read some of his writings recently.

PREPOSITIONS are often used

BEFORE Gerunds:

I am fond **of** cooking.

AFTER Nouns:

The cooking **of** your sister is better than mine.

GERUNDS and INFINITIVES

express something real, fulfilled:

I tried closing the door.
(**MEANING:** I closed the door).
I forgot mailing the letter.
(**MEANING:** I mailed the letter, but I can't recall when).

express something hypothetical, unfulfilled:

I tried to close the door.
(**MEANING:** I didn't close the door).
I forgot to mail the letter.
(**MEANING:** I didn't mail the letter).

ARE USED WITH THE FOLLOWING VERBS:

enjoy
avoid
consider
appreciate
forgive

postpone
put off

quit
suggest
admit
deny

go on
keep on

hope
want
expect

afford

BOTH Infinitive and Gerund are used with

(dis)like
begin
start
continue
stop
remember
forget
try

They like | *working hard.*
continued | *to work hard.*

USE GERUND WITH THE FOLLOWING EXPRESSIONS

I am	capable of (здатний) fond of (подобатися) accustomed to (призвичаїтися) interested in (цікавитися) successful in (досягати успіху) afraid of (боятися) tired of (втомитися)	doing a lot of work.
I have no	excuse for (вибачення) reason for (причина) possibility of (можливість)	coming so late.
They	succeed in (мати успіх) insist on (наполягати на) think of (думати про) thank for (дякувати) object to (заперечувати, виступати проти) are used for (використовуватися (за)для) * rely on * count on розраховувати на * feel like * don't mind не бути проти	getting a job.
It's	* worth * worthwhile варто * not worth(while) * no use не варто	postponing the meeting.

They	<p>* can't help * can't resist не могли не</p> <p>* can't stand * can't bear ненавидіти</p>	<p>doing nothing.</p>
We	<p>* look forward to з нетерпінням чекати</p> <p>Would you mind* Чи не могли б Ви</p> <p>*/найбільш ввічлива форма прохання/</p>	<p>hearing from you.</p> <p>coming later?</p>

GERUND in a Sentence

<p>Subject Підмет</p>	<p><u>Reading</u> books is useful. Читати книги — корисно.</p>
<p>Part of Predicate Частина присудка</p>	<p><u>Carrying out</u> this task is of great importance. Дуже важливо виконати це завдання. Виконання цього завдання має велике значення.</p>
<p>Object Додаток</p>	<p>His favorite pastime <u>is listening</u> to music. How about <u>postponing</u> the test? What about </p>
<p>Attribute Означення</p>	<p>He insisted <u>on translating</u> the text. Він наполягав на перекладі тексту. Ann likes <u>studying foreign languages</u>. Енн подобається вивчати іноземні мови.</p>
<p>Adverbial modifiers Обставини</p>	<p><u>The boiling temperature</u> of water is 100° C. Температура <u>кипіння</u> води — 100° C. (ПОРІВНЯЙТЕ: <u>boiling</u> water (Participle I) — вода, <u>що кипить</u>)</p>
<p>Adverbial modifiers Обставини</p>	<p><u>On entering</u> the room, he greeted everyone. Зайшовши до кімнати, він привітав усіх присутніх. <u>After discussing</u> the problem, they arrived at important conclusions. Після обговорення проблеми вони дійшли важливих висновків.</p>

CONSTRUCTIONS WITH GERUND

Noun with 's / Possessive Adjective + Gerund

I object to <u>your participating</u> . I know of <u>John's coming late</u> . <u>The scientist's having discovered</u> this phenomenon made him famous.	Я виступаю проти вашої участі. Я знаю, що Джон прийде пізно. Відкриття вченим цього явища принесло науковцю славу.
--	---

MIND the difference between

Possessive Adjectives	AND	Possessive Pronouns	
My		Mine	Ours
Your	Our	Yours	Yours
His/Her/Its	Your	His/Hers/Its	Theirs
	Their		

Exercise 5.

 Translate the following sentences into Ukrainian.

1. Forecasting future is always an uncertain business.
2. We learn much by reading books.
3. Writing essays in English requires practice.
4. It is worth remembering this rule.
5. They are capable of constructing these facilities.
6. Active animal life exists at all temperatures from the melting point of ice, to about 40° below the boiling point of water.
7. There are many reasons for questioning this theory.
8. The exhibition was worth attending.
9. He could not help joining the discussion.
10. I thank you for taking all the trouble, and for the well-wishing.
11. If you are not interested in asking questions, you are not interested in having answers.
12. The problem is worth solving.
13. I like to work without being disturbed.
14. Your studying much now will help you in your future work.
15. We succeeded in obtaining reliable results.
16. They know about our investigating the problem.
17. In spite of his being tired, he continued to work.
18. I object to your discussing this issue now.
19. A true scientist is interested in being told about his or her mistakes.
20. I know of your having read this article.
21. He went away without having told us the necessary information.
22. The result of his investigation depended upon his having applied the proper method.
23. Academician Artzimovich once humorously defined science as a practice of the scientist's satisfying his or her curiosity at the expense of the government.
24. What materials are used to make this product? Can they be used for making cars?

TYPES OF QUESTIONS

1. General questions

Загальні запитання — це запитання, на які можна відповісти «так» чи «ні». Наприклад:

Are you here?

Перед підметом ставиться допоміжне або модальне дієслово, якщо це дієслово входить до складу присудка:

Can you speak Italian?

Are you writing a letter?

Will you do this research?

Якщо присудок виражений дієсловом у Simple Present або Simple Past, перед підметом ставиться допоміжне слово do (does, did):

Do you know this rule?

Did he come yesterday?

MIND: Do you have this book? (*American English*)

Have you got this book? (*British English*)

У заперечній формі заперечна частка not ставиться перед смисловим дієсловом, або зливається з допоміжним або модальним дієсловом. Такі запитання в українській мові перекладаються «невже». В англійській мові ствердна відповідь на запитання у заперечній формі завжди починається словом yes:

— Don't you want to join us?

— Yes, I do.

— Didn't you see him?

— Yes, I did.

— Won't you come later?

— Yes, I will.

2. Special questions

Спеціальні запитання починаються словами who? what? when? why? where? which? whose? how much/many?

— Who wrote this article?

— I did.

What did you do yesterday?

Who is he speaking with?

3. Alternative questions

Альтернативні запитання стосуються одного з двох явищ, речей, і завжди вживаються зі сполучником or:

Shall/should I read or translate this passage?

What test is more difficult: TOEFL or GRE?

Did Bill or did Laura enter the university?

4. Disjunctive questions

Роз'єднувальні запитання складаються з двох частин: перша — стверджувальне або запитальне речення з прямим порядком слів, друга — коротке загальне запитання. Якщо перша частина запитання є стверджувальним реченням, то дієслово у другій частині вживається у заперечній формі і навпаки:

You have already translated the text, haven't you?

He cannot (can't) understand it, can he?

There is a solution to the problem, isn't there?

He visited Canada last year, didn't he?

He will go there, won't he?

They won't do it, will they?

MIND:

Everyone (someone) has read the announcement, haven't they?

We all like such books, right?

NOTE.

Rhetorical questions — риторичні запитання

a. Direct rhetorical questions often introduce a topic:

What do we know about ... ?

What is the nature of ... ?

b. The leading rhetorical questions are used to focus on the main points of a topic:

with positive implication:

Isn't Chinese hard to learn? (*IMPLICATION*: it is hard to learn Chinese)

Shouldn't we ask someone for help? (*IMPLICATION*: we should ask someone for help)

with negative implication:

Who was more interested in the project than John? (*IMPLICATION*: no one was more interested in the project)

Verbs MAKE & DO

MAKE

create or produce something

ALSO used with food and meals,
and nouns related to verbs:

They discovered a new star —
they made an important discovery.

I phoned him —

I made a quick phone call.

MAKE

an agreement
an announcement
an attempt
a change
a decision

a meal (prepare a meal)
dinner

a comment
remark

an effort
an estimate
an impression (on someone)
mistake
money
progress
request

DO

action

DO

a degree
research
(the) work
the job (спрацьовувати)
experiment
business
engineering (etc.)

one's best
one's duty

good
harm

the homework
the housework
the dishes (мити посуд)

IRREGULAR VERBS

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
be	was/were	been
have	had	had
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
split	split	split
forecast	forecast	forecast
build	built	built
lend	lent	lent
send	sent	sent
spend	spent	spent
hold	held	held
lead	led	led
read /ri:d/	read /red/	read /red/
understand	understood	understood
deal	dealt	dealt
feel	felt	felt
mean	meant	meant
leave	left	left
meet	met	met
lose	lost	lost
sleep	slept	slept
get	got	got (gotten — <i>American English</i>)
win	won	won
sell	sold	sold
tell	told	told
sit	sat	sat
stand	stood	stood
strike	struck	struck
make	made	made
say	said	said
hear	heard	heard
come	came	come
become	became	become
run	ran	run
begin	began	begun
drink	drank	drunk
swim	swam	swum
sink	sank	sunk
ring	rang	rung
break	broke	broken
choose	chose	chosen
give	gave	given
freeze	froze	frozen

steal	stole	stolen
take	took	taken
rise	rose	risen
speak	spoke	spoken
write	wrote	written
grow	grew	grown
know	knew	known
throw	threw	thrown
draw	drew	drawn
bring	brought	brought
buy	bought	bought
seek	sought	sought
catch	caught	caught
teach	taught	taught
think	thought	thought
eat	ate	eaten
fall	fell	fallen
do	did	done
go	went	gone
forget	forgot	forgotten
see	saw	seen
draw	drew	drawn
hide	hid	hidden (hid)

MIND:

show	showed	shown/showed
melt	melted	melted/molten
prove	proved	proved <i>(British English)</i> proven <i>(American English)</i>
learn	learnt/learned	learnt/learned
dream	dreamt/dreamed	dreamt/dreamed

feel	відчувати	felt	felt
fall	падати	fell	fallen

find	знаходити	found	founded
found	засновувати	founded	founded

lay (по)класти	laid	laid
lie лежати	lay	lain
VS.		
lie брехати	lied	lied

USEFUL EXPRESSIONS FOR DISCUSSION

FEEDBACK

SAY:

Oh, sure. О, так.
 Oh, I see. О, зрозуміло.
 Uh-huh.
 Uhm-hmm.
 Well.
 All right. Добре. Гаразд.

DO:

Make eye contact with the speaker.
 Nod your head.
 Smile.
 Look surprised when something surprises you.

During the discussion:

INITIATE THE DISCUSSION

Perhaps we could begin by discussing our problem.
 Можливо, ми почнемо з обговорення нашого питання.
 Could I suggest that we get everyone's opinion on that?
 Будь ласка, ваші думки з цього приводу?

ASK PEOPLE FOR OPINIONS, INFORMATION, AND EXPLANATIONS

Could you tell us what you think? Чи не могли б ви сказати, що ви думаєте?
 Does anyone know more about this? Може, хтось знає ще щось стосовно цього?

I	wonder am wondering was wondering	why...	Цікаво, чому ...
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OFFER OPINIONS AND GIVE INFORMATION

I believe that ... Я вважаю, що ...
 In my opinion ... На мою думку ...
 My feeling is that ... Я відчуваю, що ...
 I have every reason to believe that ... Я маю підстави вважати, що ...

SUMMARIZE INFORMATION

To summarize/To sum up ... Підсумовуючи, ...

ENCOURAGE PEOPLE TO SPEAK BY BEING COOPERATIVE AND BY ACCEPTING DIFFERENT POINTS OF VIEW

Do you agree? Ви згодні?

Do you have the same opinion? Ви також думаєте так?

American English

Have you got...

British English

I think some people here probably disagree with us. I'd like to hear what they have to say.
 Можливо дехто з присутніх не згоден з нами. Хотілося б послухати, що вони скажуть.
 I know Alex has a different point of view. I'd be interested in hearing it.
 Я знаю, що Алекс має іншу думку. Мені було б цікаво її почути.
 Do you think (believe) that ... Ви вважаєте, що ...

EXPRESSING AGREEMENT AND DISAGREEMENT

POSITIVE REPLY	NEGATIVE RESPONSE	INDEFINITE REPLY
Yes. Right. Yes, that's right. I quite agree. That's quite right. Exactly. That's it!	I'm afraid, that's wrong/ not true/not quite right. I wouldn't say so. Not quite so. Not necessarily (so). I don't think so.	It depends. Fifty-fifty. More or less. Probably.
By all means. Sure. Certainly.	I can't say at the moment. I'm not aware of it. I have no idea.	Perhaps. It seems like it. May be. May be not.
No doubt.		
You can say that again. I agree with you completely.	Far from it. Not at all. By no means. That's out of the question. On the contrary.	I wouldn't deny that, but... . I'm in two/twenty minds about it. I'm not (quite) sure (of it).
You bet! Атож! Ще б пак!	I disagree on that point.	

I prefer ... to ...
Я віддаю перевагу / обираю ... (перед / а не) ...
I would rather ... than ...
Я б краще ... ніж ...

OFFERS AND REQUESTS

Pay special attention to the ways of expressing suggestions, offers, and requests:

I / me

Let me...(e.g. Let me introduce myself... Let me help you...)
Shall I...?
Should I... ?
Would you like me to...?
May I...?
Can I...?
Could I... ?

YOU

Would you... ?
Could you... ?
Can you... ?
Would you mind (+ Gerund) ... ?

YOU AND ME

Shall we...?
Let's... .
Maybe / Perhaps we should/could...?
Why don't we / you ... ?
How / What about ...?

ABOUT YOURSELF

1.

What's your name? How do you pronounce it? How do you spell it?

Where are you from? / What country are you from?

When were you born? Where were you born?

Where are you studying?

What are you studying?

Is it a part-time or full-time course? How long is it? What qualification do you get when you complete it?

What subjects do you study? Which subject do you enjoy most?

2.

<p>Are you a</p> <p>I wonder if you are a</p> <p style="margin-left: 20px;"> whether </p>		<p>scientist?</p> <p>(post)graduate student / PhD student / doctoral student / postdoc?</p> <p>biologist?</p> <p>geographer?</p> <p>mathematician?</p> <p>specialist in information technology (IT)?</p> <p>physicist?</p> <p>chemist?</p> <p>linguist?</p>
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Yes, that's right.

I'm afraid that's wrong.

What are you majoring in? (What is your major?)

3.

What is your educational background?

What university have you graduated from?

I graduated from ... in

I have graduated from

4.

<p>Who is your</p>		<p>research advisor?</p> <p>supervisor?</p>
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Academician ...

Professor ...

Doctor ...

5.

<p>What is the subject/topic of your</p> <p>What do you mean by ...</p> <p>Explain the term ...</p>		<p>research?</p> <p>investigation?</p> <p>thesis?</p> <p>dissertation?</p>
---	--	--

6.

Why is your work important?

It reveals some new facts

| *about ...*

| *indispensable for ...*

It deals with the problems that have not been studied before.

It is an insight into

7.

What is the aim / goal / objective / of your research?

In order to reach my goal I have

*to obtain
to show
to verify
to demonstrate
to confirm*

8.

What are the

*methods
procedures
techniques*

of your research?

9.

What is the possible application of your work?

Is your work

*theoretical?
applied?
both theoretical and applied?
purely theoretical?
part of your Institute Research Program?*

10.

Have you already obtained any valuable results?

Yes, I have. (...)

I do hope to obtain (more) promising results

*in the near future.
soon.*

What do you do with the data you obtain?

Is it difficult to analyze the results?

(How) can you claim that the problem you studied is solved?

11.

What (equipment) do you use in your work?

*I use sophisticated devices; laboratory equipment.
I don't use any special equipment (devices).*

Do you use a computer?

What for?

I use a computer to store and to process the necessary data.

What software do you use?

12.

Do you have / Have you got any publications on the subject you study?

I have already published | *several* | *articles.*
 _____ | *a number of* | *papers.*

Not yet.

13.

Did you take part in any scientific conference?

Where?

When?

14.

Do you carry out research individually or in a team?

I work in a team.

I do independent research. / I work independently.

15.

What (scientific) journals do you read/

What do you like to read?

I'm fond of ...

I prefer ... to ...

16.

Are you interested in ... ?

What are you interested in?

Is this problem

very interesting?
 of interest?
 important?
 of importance?
 of significance?

17.

What part of your

dissertation have you already completed?
 research paper
 article
 poster presentation

Bernard Marr suggests one brilliant idea.

How to introduce yourself in one simple step:

instead of saying what you do, say who you help.

As in, «Hi, my name is Bernard, and I help companies
 identify and make the best use of ...»

CONFERENCE VOCABULARY

a world ~
всесвітня

symposium
симпозіум

a research ~
наукова

international ~
міжнародна

conference ~
конференція

a stimulating ~
цікава

a regular ~
чергова

an annual ~
щорічна

скликати, збирати ~
відкриття ~

to convene a ~
opening of a ~
opening ceremony / session

рамки (межі) ~

scope of a ~

тематика ~

topics, themes, subjects, subject-matter of a ~

хід ~

the course of a ~

бути організатором ~

to host a ~

організувати ~

to organize a ~

проводити ~

to run a ~

при сприянні / під егідою

under the auspices of / under the aegis of

місце проведення ~

location/place of a ~

точна дата

the exact date

заздалегідь

in advance

ухвалити дату

to approve the date

завершувати ~

to conclude a ~

закривати ~

to close a ~

учасник

participant, attendee

брати участь

to take part,
to participate

заявка

an application form

анкета

questionnaire

заповнювати анкету

to fill out a questionnaire

ставити підпис

to sign / to put a/one's signature

рукопис

a manuscript

екземпляр

a copy (of)

праці конференції

proceedings/transactions

дошка для оголошень

bulletin board

стіл для довідок

an information desk

реєстраційний внесок

a fee (a registration fee)

звільнити від сплати

to exempt from paying a registration fee

реєстраційного внеску

культурна програма

social events

a written ~
письмове

invitation ~
запрошення

oral ~
усне

a formal ~
офіційне

запрошувати
відмовлятися від ~

to invite
to refuse an ~
to decline an ~
to turn down an ~

прийняти ~
розглянути питання про ~

to accept ~
to consider ~

long-term ~
довгострокова

program ~
програма

~ in brief
коротка
a final ~
остаточний
варіант

preliminary ~
попередня

current ~
програма, що діє
на поточний момент

a draft ~
проект

розробити ~
запропонувати ~
за програмою

to develop a ~
to offer a ~
according to the program

deputy ~
заступник

chairperson
(chairman, chairwoman) ~
голова

chairmanship
головування

newly elected ~
щойно обраний (обрана)

головувати
виконувати обов'язки

to preside
to be in the chair
to act as a ~

(at a conference, meeting)

invited ~
запрошений

speaker ~
доповідач

plenary ~
пленарний

principal ~
основний

keynote ~
головний

список доповідачів
стендова доповідь
засідання
обговорення за круглим столом
засідання після (більшого) засідання
семінар
обговорення
дискусія

a list of speakers/presenters
poster presentation
session/sitting
round table (discussion)
rump session
workshop
discussion
debate

важливе | питання, проблема
актуальне |

important | question
urgent | problem
burning | matter
vital | issue
point

точка зору
порядок денний
включити до порядку денного
регламент
протокол
бюлетень
голосувати

point of view, viewpoint
agenda
to include in the agenda
time-limit
minutes
ballot
to vote

BASIC CRITERIA **regarding the level of papers**

ORIGINALITY Does the paper present a new idea or development which has not previously been published?

TECHNICAL/SCIENTIFIC VALUE Does the paper present an important step in the process of going from an idea or concept into an industrial product?

CLARITY AND SUITABILITY Is the subject well presented? Does it clearly state what results have been obtained?
Is it suitable for presentation at this particular conference?

REGISTRATION FORM

To pre-register complete this form and return it to the organisers.

- I am interested in the conference. Please send me a conference program and registration form
- I am unable to attend but would like to remain on your mailing list

Please complete in block letters (type or print)

Title (Mr./Mrs./Ms./Dr./Prof. — **American English**) / (Mr./Mrs./Ms./Dr./Prof — **British English**):

First name:

Last name/Surname/Family name:

Job title:

Position held:

Organisation:

(Postal/Mailing) Address: / Snail mail:

Postcode/zipcode:

Country:

Spouse's name (if attending)

Telephone:

Fax:

E-mail:

Signature:

Date:

TIPS ON RESUME WRITING

The traditional academic *curriculum vitae* (c.v.) highlights your education.

A *resume* highlights experience and abilities. It includes:

- **statement of purpose /objective** (approximately 50 words)

Be specific, use vivid language (you can even try to tell a short, dynamic story).

Captivate, engage, stand out! Show that you are intelligent, passionately interested in the field, and professionally trained for the job. Mention your professional accomplishments (like publications) and why you have chosen this particular employer.

- **personal data.**

NAME

MAILING ADDRESS

Telephone number

FAX, e-mail number

- **educational background** (mention your degree, college or university attended, areas of special training).

EDUCATION

- **work experience** (including internships)

EXPERIENCE

- **languages** (list the languages you speak with a relevant level description, e.g., elementary; conversational; intermediate; advanced; fluent; near-native speaker proficiency)

- **computer skills** (including word processing skills, Internet etc.; list certificates, if any)

- **awards received**

- **hobbies** (optional)

- **references** (optional)

✓ You resume should have a **perfect content** and a **perfect layout**.

It should answer the questions:

- Who are you (and what kind of person are you)?
- What can you do (what do you specialize in)?
- What problem(s) can you solve?

✓ Highlight **the most relevant** information. Clearly identify your **unique value** (*expert in..., proven track record in increasing... etc.*).

✓ Show that you are **passionate about** your work
(e.g.: *passionate about developing.../leading teams through coaching and mentoring to achieve individual targets.*)

✓ **Specify** your skills (e.g. NOT just *marketing*, but *product marketing, branding etc.*)

✓ Use **action verbs** to describe your achievements, like: *created, organized, directed, advanced, improved, analyzed, planned, innovated, streamlined, supervised, taught, authored, designed, managed, contributed to ...*

✓ **Avoid unnecessary** information and **exaggerations**.

✓ Do **NOT** use **jargon**.

A **cover letter** is used to introduce the enclosed resume. Use cover letter as the answer to the employer's question: «What can you do for us?» Do your best to prove: «I'm the candidate you've been looking for.»

TOEFL® TIPS

The TOEFL test, developed in 1964*, is intended to evaluate the English proficiency of nonnative speakers who wish to study in colleges or universities in English-speaking countries.

Section 1 — Listening Comprehension measures the ability to recognize and understand English as it is spoken in North America.

Section 2 — Structure and Written Expression measures the ability to recognize important grammatical points in English.

Section 3 — Vocabulary and Reading Comprehension measures the ability to understand the meaning of words and phrases in written English as well as reading comprehension of passages from various academic subjects.

The problems tested include vocabulary and structures that are most frequently used in English as it is spoken in North America.

Tips on Section 1

Перефразування — ключ до успіху!

Наведемо кілька прикладів —

every other year — every two years;

in a day — the day after tomorrow;

as soon as you graduate — after/upon your graduation;

there was a two-fold increase — the increase doubled.

Також перевіряється знання таких зворотів, як, наприклад,

used to та to be used to + Gerund:

Marilyn used to work hard — she worked hard in the past;

Marilyn isn't used to working so hard — she isn't accustomed to hard work (she has no such habit);

умовних речень (звороти I wish ...; If only ...);

емфатичних зворотів (типу She herself didn't know what to do — she didn't know what to do, she had no idea what to do; Never have you done such a thing — this is the first time you have done it.)

Приклади:

— What a nice picture! Did you paint it yourself, Sue?

— Well, it was my mother's idea, but I had John do it.

Who painted the picture?

Відповіді:

(A) John's brother

(B) Sue's mother

(C) John

(D) Sue

Аби дати правильну відповідь — С — необхідно знати зворот to have / get something done, someone do something.

— I'm thirsty.

— Could you bring some cold water?

What is the offer?

(A) Bring some water (правильна відповідь)

(B) Close the door

(C) Bring some cola

(D) Call her on Thursday

* Попри те, що формат даного тесту дещо змінювався з плином часу (від паперового до комп'ютерного тощо), основні засади тестування залишилися незмінними. На них і зроблено наголос.

Також можливі запитання типу:

What is the woman's / man's occupation?

Where does this conversation (most probably) take place/occur?

Наприклад,

— We'd like something for dessert.

— How about our house specialty — raspberry pie?

Where does the conversation (most probably) take place/occur?:

(A) In a supermarket

(B) In the garden

(C) In a restaurant (правильна відповідь)

(D) In the street

Певну складність становлять питання на розуміння імплікацій типу «What does the woman / man mean?» «What do we learn from the conversation?», «What could be inferred from this conversation?», «What does the woman/man imply?», коли питають про те, що мається на увазі, про що непрямо йдеться.

— The weather is perfect. Will you go to the beach?

— I guess so.

What does the woman mean?

(A) She doesn't like the weather

(B) She will probably go to the beach

(C) She doesn't agree with the man

(D) She thinks it's too hot

Правильна відповідь — В, вирази *I guess so, I think so, I wouldn't say no* передають непряму згоду.

Окремо слід наголосити на розрізненні фразеологічних зворотів:

— I don't know whether Mark is kidding or not.

— He is always pulling my leg, too.

What do we learn from the response?

(A) Mark is a good kid

(B) He has long legs

(C) He doesn't know if it is true

(D) He says Mark makes playful fun of him as well

Аби дати правильну відповідь D треба знати значення виразів *to make fun, to kid, to pull someone's leg* (обманювати).

Наведемо декілька типових фразеологічних зворотів:

— Can we postpone this test?

— That is out of the question!

i.e. impossible

— Do you often cry?

— Once in a blue moon!

i.e. almost never

— Are you here on vacation?

— Actually, I'm going to stay here for good.

i.e. permanently, forever

— Why are you learning Spanish?

— I think it will be useful in the long run.

i.e. in the distant future

— Will you come to dance tonight?

— I'm looking forward to it!

i.e. want it to happen in the future

— Sorry, I'm late.

— Never mind.

i.e. don't worry; it's OK; think nothing of it

— It was a swell party!

— It sure was! або

— You bet!

i.e. Sure! Of course! Отож! Авжеж!

— Boy, it's hot!	
— <u>You can say that again.</u>	i.e. I completely agree with you.
— I <u>do</u> like your room!	i.e. really
— I still need some chairs <u>to fit the bill.</u>	i.e. to match
— Do you live <u>on campus</u> ?	to live on campus — жити у студентському містечку
— No, I don't.	to live off campus — жити за його межами
— I can't concentrate on this work!	
— <u>Take your time.</u>	i.e. don't hurry
— I <u>would rather</u> not do it.	i.e. prefer
— <u>It's up to you.</u>	i.e. The decision is yours
— Will you go <u>jogging</u> ?	
— I'm afraid, not. <u>I'm a little bit under the weather</u> today.	jogging — біг підтюпцем i.e. slightly ill (but not seriously)
— It took so much time to write this article!	
— But <u>it was well worth the trouble.</u>	i.e. it deserved difficulty
— I'm so tired.	
— <u>Can I lend you a hand</u> ?	i.e. Can I help you?
— Wish me good luck.	i.e. wish me well
— <u>I'll keep my fingers crossed for you!</u>	i.e. I wish that nothing goes wrong
— Thanks for your help!	i.e. My pleasure. You're welcome.
— <u>Anytime!</u>	Don't mention it.

Для аудіювання пропонуються довші бесіди та тексти науково-популярного характеру (уривки з лекцій, діалоги з життя студентів тощо). Наприклад:

The regulations of the Graduate School provide for two plans of study for the Master's degree. Plan A requires 24 hours of course work plus a written thesis. Plan B requires 30 hours of course work and submission of the more modest Master's essay.

It should be noted that, by devoting a third year to the Master's Program, it's usually possible for a student to complete both the Master's Program and the requirements for Secondary teaching certification. The coordinator of secondary teaching major will advise Master's Students interested in certification, and there is a checklist of requirements for the combined programs available in the department office.

What is the (main) topic of the text?

Відповіді:

- (A) Two plans for M.A. studies (правильна відповідь)
- (B) Teaching certification
- (C) A new course
- (D) Regulations for undergraduate students

Who is the speaker addressing?

- (A) Educational specialists
- (B) Pupils
- (C) Students (правильна відповідь)
- (D) Professors

(Можливе запитання: «Who is the speaker?»)

Which program demands a more serious thesis?

- (A) Plan B
- (B) Plans A and B

- (C) Plan A (правильна відповідь)
 (D) Secondary Teaching Certification

Where a checklist of the requirements for the combined programs can be found?

- (A) Behind the department office.
 (B) Near the department office
 (C) At the dean's office
 (D) In the department office (правильна відповідь)

Tips on Section 2

The language tested is formal, rather than conversational. The topics of the sentences are of a general academic nature.

Section 2 складається з двох частин, у першій треба додати частину речення, якої не вистачає, у другій — знайти слово, конструкцію або зворот з помилкою. Корисно повторити такі сполучення як neither ... nor, either ... or, both ... and, in spite of, despite, to approve of, to be aware of, to differ from, to be capable of, to interfere with, to be opposed to, to refer to, to worry about, to distinguish between, to be known for, to be satisfied with, possibility of, exception to, knowledge of та ін.

Checklist for Section 2

1. Missing subject

... spend the winter in a state of hibernation.

- (A) That many animals
 (B) Because animals
 (C) Many animals (правильна відповідь)
 (D) While animals

2. Repeated subject

The students they will have to take the test.

A B C D

Відповідь — B

3. Verbs (tense, agreement or form)

The Universal Product Code ... in 1973.

- (A) introduced
 (B) is introduced
 (C) was introduced (правильна відповідь)
 (D) has been introduced

These devices have been first used in 1996.

A B C D

Відповідь — B (правильно — were).

4. Pronouns (form or agreement)

She was a scientist whose studied anthropology as well as history.

A B C D

Відповідь — B. Правильно — who.

5. -ING and -ED forms

I enjoy to speak foreign languages.

A B C D

Відповідь — В (після слова enjoy вживається герундій — speaking).

They were ... in our publications.

- (A) interesting
- (B) interest
- (C) interested
- (D) to be interested

Відповідь — С.

6. Articles and Singular/Plural Nouns

The oxygen is known to be the most abundant element.

A B C D

Відповідь — А.

American university degrees are awarded on completion of a specified amount of courses

A B

which earn students credits.

C D

Відповідь — В (правильно — number)

7. Comparatives and superlatives.

The more we studied the subject, ... we liked it.

- (A) the least
- (B) less
- (C) at least
- (D) the less

Відповідь — D.

8. Word forms (nouns, verbs, adjectives or adverbs).

Electronics is the world's most important industrialization.

A B C D

Відповідь — D (правильно — industry).

9. Vocabulary usage.

I looked at a movie on television today.

A B C D

Відповідь — А (правильно — watched
to look — подивитися, поглянути
to watch — дивитися досить довго).

Strange as it may seem, I have very little knowledge in electricity.

A B C D

Відповідь — D (правильно — knowledge of).

10. Conditional sentences.

If it will rain, I'll come and meet you in the car.

A B C D

Відповідь — В (правильно — if it rains, ...).

If there were no hackers there will be no security.

A B C D

Відповідь — С (правильно — would).

11. Unnecessary repetition

The invention of the laser greatly expanded the power of scientific research tremendously.
 A B C D

Відповідь — D (greatly та tremendously означають одне і те саме).

12. Parallel structures

These people are famous for their unique language, colorful costumes, and independent.
 A B C D

Відповідь — D (правильно — independence).

13. Word order

This process requires the use of 10 muscles different.
 A B C D

Відповідь — D (правильно — different muscles).

Корисно запам'ятати правило порядку слів у словосполученні, яке складається з багатьох компонентів:

OpShACOM — Opinion, Shape, Age, Color, Origin, Material

an interesting new American magazine.
 opinion age origin

Tips on Section 3

This section tests the ability to understand meanings of words and reading materials.

Зверніть увагу на т.зв. «фальшивих друзів перекладача» типу:

technical assistance — консультації, консультативна допомога

momentous — важливий, а не моментальний

data — дані, а не дата

decade — десятиріччя, а не декада

complexion — колір обличчя, а не комплекція.

Part B.

All information needed to answer the questions is given in the passages.

Previous vocabulary knowledge is helpful for the readings. The topics are usually from science and technology (55%), arts (music, literature — 25%), U.S. Government and History (20%).

Typical kinds of passages are about **problem/solution; classification; cause/effect; comparison/contrast.**

There are seven types of questions which normally occur:

a) main idea

(The main theme of the passage is ... ; What does the passage mainly discuss?

With what topic is the passage mainly concerned?

What is the main topic of the passage?

Which of the following is the best title for the passage? etc.)

b) factual (dates, figures etc.)**c) inference**

(What is the author's viewpoint/attitude/tone?

It can be inferred from the passage that ...

The author implies that ...)

d) vocabulary;**e) asking what a word refers to;****f) identifying what the author did NOT say;****g) asking about the topic of the previous or following paragraph.**

4. Extensive paraphrasing is used.

5. There are several strategies. Use the one that you think works best for you.

Strategy #1

- a) Scan the entire passage for general meaning. Don't worry about understanding every word.
- b) Now read the passage carefully.
- c) Read each question and scan back for the answer.

Strategy #2

- a) Read each question quickly.
- b) Read the entire passage carefully.
- c) Reread each question and scan back for the answer.

Test of written English (TWE)

Since 1986 the TOEFL examination has included a writing test — a thirty-minute essay. The examinees are asked to write on a specific topic (express or support an opinion, defend a point of view, or interpret information presented in a chart or graph).

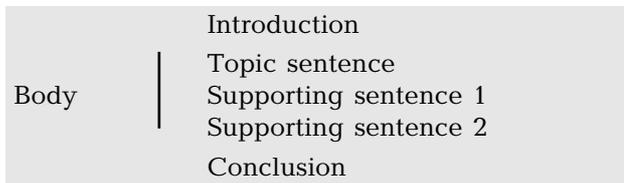
A good essay is

- well-organized and well-developed;
- effectively addresses the writing task;
- uses appropriate examples and details to support and/or illustrate ideas;
- demonstrates syntactic variety, range of vocabulary, appropriate word choice;
- shows unity and progression.

TIPS ON TWE

An essay has three parts:

1. An introduction (where the main idea is stated).
2. Body paragraph(s) (made up of topic sentence and supporting sentences).
3. Conclusion (restatement of the main idea, writer's opinion/viewpoint on the topic).



The number of paragraphs depends on the number of points you want to discuss.

Outlining is a way of organizing your thoughts before you write.

There are several steps that precede the outlining

- 1) brainstorming (writing down as many ideas and details as possible);
- 2) grouping the ideas.

Make use of transitions (logical connectors). You may begin the essay with such phrases as:

Many people think that ... (but others believe that ...)

It goes without saying that ...

X is important because ...

USE:

First ... second ... third ...

for instance ...

in addition ...

also ...

moreover ...

likewise ... /similarly ...

(yet) conversely/by turns

despite/ in spite of

on the one hand ...

on the other hand ...

In my opinion, ...

Personally, I think that ...

NOTE.

The clause marker **therefore** occurs after a semicolon (;) or period (.), NOT a comma (,)

SAMPLE ESSAY

The key to protecting the environment is action. We all must work together to make the environment as clean and healthy as possible. Give specific reasons why.

Environmentalists say that protecting the health of our planet will help us all. However, it is really hard to change our lives enough to prevent global pollution. The biggest trouble, for example, with most air pollutants is that they are invisible. That makes it difficult to see how dangerous they are.

Consider such dangerous pollutant as carbon dioxide. Carbon dioxide comes from things we do every day, like driving cars. A gallon of gasoline weighs eight pounds. If you burn it in the engine of a car it releases more than five pounds of carbon in the form of carbon dioxide. Even our gas stoves give off carbon dioxide.

New kinds of cars and furnaces that run on solar power or wind power or some other kind of renewable energy will help conserve scarce fuel and reduce the amount of pollutants being released into our air, land, and water. But while we are waiting for those kinds of things to come along, we need to use less gas, oil and coal. It's true that we probably can't give up cars altogether — but we can use them less. People could walk and bike many more places than they do now. At least, they could drive small cars that use less gas.

Now many people are fighting for the environment, but despite the work of many people, each year the health of our earth gets worse. Unless we are willing to work on saving the environment, it will probably keep getting worse. But if we choose to care about our planet, we could leave the world greener than we found it.

Basic ways of writing essays are:

- **Argumentation and persuasion.** Convince your audience! Provide sound, logical, and scientifically proven explanations to back up your claims.
- **Advantage(s) and disadvantage(s) essay.** Give pros and cons, then express your opinion.
- **Cause and effect.** Used for explaining.
- **Narration.** Tell your readers a story full of action and excitement. Take them to the past, then return to the present moment. Or describe some process etc.
- **Description.** Use this technique to create a vivid picture (color, texture etc., etc., etc.).
- **Classification.** Group together object that have the same characteristics.
- **Comparison and contrast.** Tell you readers about the similarities between the objects in question. Or describe the first object, then move to the next one. You can also explain and compare the charts and graphs this way (e.g. by demonstrating the correlations).
- **Definition.** Use the following methods of defining:
 - simple definition (X is Y)
 - classification (X has five types: ...)
 - comparison and contrast (X is not Z/ X, as opposed to Z, is ...).
- **Examples.** Commonly used for illustrating the point.

On Figurative Language

When a person doesn't recognize instances of non-literal language, s/he may fail to figure out the intended meaning — even from the context — and may miss the meaning of a significant portion of information from conversations, TV, university lectures or printed texts. What does it take to understand figurative language? In short, literal language refers to stating the facts without any exaggerations or alterations of the subject at hand while figurative language states the facts with comparisons to similar events and some possible exaggerations. Figurative utterances convey complex meanings in a colorful manner. *Metaphor* (from the Greek — *metaphora*, meaning «transfer») is language that directly compares seemingly unrelated subjects. More generally, a metaphor describes a first subject as *being* or *equal to* a second subject in some way. Thus, the first subject can be described because implicit and explicit attributes from the second subject are used to enhance the description of the first. A metaphor is generally considered to be more forceful and active than an *analogy* (metaphor asserts two topics are the same whereas analogy may acknowledge differences). Other rhetorical devices involving some kind of explicit or implicit comparison, such as *simile*, *allegory*, *parable*, *metonymy*, *synecdoche*, *allusion*, *personification*, *hyperbole*, *litotes* are usually distinguished by the manner in which the comparison between subjects is delivered. For example, metaphor and *simile* are both terms that describe a comparison: the only difference between a metaphor and a simile is that a simile makes the comparison explicit by using «like», «as» etc. The Columbia Encyclopedia, 6th edition, explains the difference thus: a simile states that A is like B, a metaphor states that A is B or substitutes B for A. An *allegory* is an extended metaphor in which a story is told to illustrate an important attribute of the subject. A *parable* is an extended metaphor told as an anecdote to illustrate or teach a moral lesson. Both *metonymy* and metaphor involve the substitution of one term for another. In metaphor, this substitution is based on similarity, while in metonymy, the substitution is based on contiguity (association), e.g. «*the White House*» is used to mean «the President and staff». *Synecdoche*, where a specific part of something is used to refer to the whole (e.g. «*roof*» for «a house», «*Britain*» for the entire United Kingdom), is closely related to metonymy. Indeed, synecdoche is often considered a subclass of metonymy. An *allusion* is a figure of speech that makes a reference to a well-known person, place, event, literary work, or work of art (e.g. *Henry Higgins* in George Bernard Shaw's play *Pygmalion* (1913), a professor of phonetics known for his hectoring manner with his pupil Eliza Doolittle). *Personification* gives an inanimate object human traits and qualities (e.g. «*the device reads*» or «*the Baby New Year*» representing «the New Year»). *Hyperbole* exaggerates the statements and is used to create emphasis — «*these books weigh a ton*» (weigh a great deal, are very heavy). *Litotes* is a form of understatement with the intention of subtle emphasis («*not unrealistic*»; «*not unfamiliar*»). For example, the phrase «*not bad*» can be said in such a way as to mean anything from «mediocre» to «excellent».

Consider the following:

- to grasp the idea (a concept)
- to break the ice
- to digest the information
- to plant ideas
- to throw/shed some light on ...
- a train of thought
- a crop of (students; ideas; patents)
- a bridge between (old and new ideas)
- (a/the) marriage of (theory and practice)
- a family of (fonts; products and solutions)
- the brightest minds / think tank
- the dawn of civilization
- a spiritual bond
- brain drain VS. brain gain
- a gateway to (success)
- (the) corporate ladder
- (in) the realm (of)
- a diamond in the rough
- the Rosetta stone (of)

(after Wikipedia and Wiktionary)

PRESENTATIONS TIPS

Introductions

Good morning / afternoon / evening.

Welcome to

Let me introduce myself.

I'm / my name is ..., and I represent

I am in charge of / responsible for... .

I take care of ...

I work in (management/education/IT ...).

Let me tell you a little about our company.

We specialize in

We are currently providing services
working on
developing
designing
producing

Our main line of business is

I'm (really) glad/ happy to be here.

Today, I'd like to talk (to you) about

I'm here to talk about

My topic today is

The focus of my speech is

I'd like to share some thoughts on

I (it) will probably take about ... minutes.

We have two alternatives: / several options... .

We could either ... or

We could both ... and

Showing linear organization

Let's get started.

I've divided my topic into (several / three/ four / five) sections/parts/ subtopics.

The first thing we need to discuss / talk about is

The first / second / next item (thing) on the list (agenda) is

First (of all), / The first point is

Second (ly),

Third (ly),

To begin with, ... /Let me start by ... / Let's start by .../ First, let me tell you about

I've divided my topic into (*several / three/ four/ five etc.*) parts.

The next point is . . .

Finally / The final point is / In the end...

Let's move on (to the next topic).

Showing reference

As to ..., / As for ..., As far as ... is concerned, ... / Speaking of..., /

When it comes to... / Regarding...,/ In regard to ..., / With regard to .. / Concerning ...,

Getting back to the topic, ...

To get back to ...

What you just said is very important and that raises the next issue... .

Let's go back to an important issue raised 15 minutes ago.

To get back to the original question...

Anyway,

Emphasizing / Highlighting

The thing is ... / The point is ...
 As a matter of fact, ...
 Actually, ... / In fact, ... / As a matter of fact, ...
 In particular, ... / Particularly, ... / Especially, ...
 First and foremost, ...
 It goes without saying that...
 It comes as no (great) surprise that...
 It's important to keep in mind that ... /
 It should be borne in mind that...
 We have every reason to believe that ...
 It is well known that ...

The main (major) issue/ problem / question / point / thing we need to discuss is
 The (most) important thing (here) is
 The main reason is ...
 What is the main problem?
 What is the real issue (here)?
 Our primary concern is
 The crux of the matter is
 Let's stop right there and focus on... .

Reducing categoricity

To the best of our knowledge, ...
 Basically, ... / Generally, ... / In general, .../
 Usually, ... / As a rule, ... / In most cases, ... / For the most part...
 The main thing is...
 To put it simply, ...
 Perhaps / Probably
 It seems that...
 It turned out that...
 Unfortunately, ...

Giving examples

For example, / For instance,
 To illustrate,
 Let me give you an example of... / To illustrate
 A case in point

Commenting

Hmmm. I hadn't thought of that before.

 I don't quite follow you.
 I didn't get what you said (about)... .
 Excuse me for interrupting, ...
 May/ Can I add something here? / Furthermore, ... / Besides, ...
 May I ask a question?
 By the way...
 Moreover, ... / What's more,

Agreement

I agree.
 You're right.
 That's right / (quite) correct.
 (I think that's a) good idea / point.
 That's a great / very interesting idea / point.
 Yes.
 *Yep!

I think/ believe (that) / In my opinion, / I feel that...

I would add (something here)...

What about ... ?

Have you considered ... ?

What do you think (about ...) ?

Any thoughts on that?

What's your opinion on that

What/How about ... ?

(Do you have) any ideas (on that)?

Any suggestions?

Why don't we ... ? / Let's ... / How about ... / Maybe we should

Disagreement

Yes, but

On the other hand,

However,

You may be right / have a good point, but ...

I may be wrong, but ...

That may be true, but ...

Part of what you said is true. The other part, however, is not.

Many people might disagree with what you just said. But let's look at your basis for thinking that.

This is the issue that most scholars can't agree on, so let's examine the point of view you just raised.

Hmm... I have to think about that.

Hmm... I'm not sure of the best way to respond to that just now. Can we come back to that later?

I'm sorry. I can't say at the moment.

I'll explain it (a little) later. / We'll come/ get to that later.

Well, let me think for a minute how to put this...

I'm not (quite) sure (of it).

Let's try to get at this another way.

Another way to look at this is...

Well, let's see...

What I would say is...

An exception to that is...

A counter-example would be...

So you somewhat disagree with...

Nevertheless, ... / Still, .../ All the same,

I am not so certain/sure that...

Even if that is so, ...

That's not (quite) right.

That's not quite/really what I had in mind/the way I see it.

If I understand you correctly, I don't think that is really related.

I'm afraid, that's wrong/not true.

I wouldn't say so.

Not quite so.

Not necessarily (so).

Frankly speaking, I don't like the approach proposed.

I disagree.

I don't think so.

Far from it.

By no means.

That's out of the question.

On the contrary.

I disagree on that point.

No.

*Nope.

Showing indifference

Interesting. / That's interesting.
 It depends.
 Fifty-fifty.
 More or less.
 May be. May be not.

Clarification

What do you mean by ...
 In other words, ... / Putting it another way,
 What I mean is ...
 What I'm trying to say is ...
 What I wanted to say was ...
 To clarify,
 What do you mean (by that)?
 What are you trying to say?
 What was that again?
 Could you clarify /elaborate on that?
 You mean
 (I think) what you mean is
 If I understand you (correctly),
 So, your idea is / you think (that) ...

Responding

I understand (what you mean). / I see. / I get it.
 Good idea.
 Good point.
 Great / good / (very) interesting question
 (That sounds like) a good idea.
 Sounds good.
 That raises the issue of ...
 The problem here is ...
 It looks like / seems/appears(that) ...
 The thing is (that) ...
 In other words ... / (So,) what you mean is ...
 If I understand you correctly ...
 Can you explain ...
 Can you tell me why ...
 Why / How come ... ?
 Let me explain.
 Let me tell you why ...
 The reason is ...

Conclusions

Finally, ... / Let me conclude by... / In conclusion, ... / To conclude, / To summarize, ...
 /To sum up, ... / In summary / Summing it up, ...
 The conclusion is ...
 All in all... / The bottom line is...
 In brief, ... / In a word,... / In a nutshell,
 That's all for today.
 (Do you have) any questions?
 We have just a few minutes for questions.
 Thank you. *(optional)*
 Thank you for your time. *(optional)*

DESCRIBING PRODUCTS

Tell me about this product/model/device/machine/machinery/gauge, please.

What is it? Who uses it? (How) does it work?

Could you give me some (more) information/ details on/ about ... (this product/gadget/widget/gimmick/gizmo)?

What is special/unique about this one?

What are the specifications?

Is it safe?

Let me tell you about

This is our newest / best-selling product (in its class).

We're really pleased with its performance.

It's an excellent

It's lightweight

durable

comfortable

stackable

compatible (X-compatible OR compatible with ...)

It is made of

It can/could be used for ... / You can use it to .../ One can/could use it for... /

It is used for ... / You need it for

It/This/They is/are used as

It/This/They is/are used in

It/This is used as They are used as

It/This is used in They are used in

You can ... with it.

This (particular one / model) has/contains (several components).

This comes with

This is equipped with... .

This costs ... / This sells for... / This is priced at .../ This one goes for

- 1. Tell your audiences what you are going to tell them.**
- 2. Tell them.**
- 3. Tell them what you told them.**

QUALIFYING EXAM SAMPLE TEST

I. Read the passage and answer the questions that follow

Neuroeconomics combines neuroscience, economics, and physiology and studies how people make decisions. Neuroeconomics is the subset that focuses on our choices, especially the cognition that happens when we understand our options and then choose one. The very term «neuroeconomics» is yet another new word with «neuro-» prefix, a successor to «e-», «cyber-» and other current hot affixes of the last decade. A well-known proponent of this new field is US professor Paul Zak. He argues that most economists theorize about how human beings behave instead of going out to observe. In neuroeconomics, the goal is to look at the role of the brain when we make decisions, categorize risks and rewards, and interact with each other. It seems that there may be biochemical underpinnings to our willingness to be co-operative, perhaps associated with the hormone oxytocin. Several scientists have argued that the methodology of neuroeconomics answers irrelevant questions. However, neuroeconomic research has been able to provide more insight into some behavior that could not be adequately explained by other methods. Neuroeconomics findings tend to confirm that emotions are important factors in many economic choices.

1. The passage is about
 - a. Essentials of cybernetics
 - b. Current trends in biochemistry
 - c. Magnetic resonance imaging applications
 - d. An insight into decision making process
2. According to the passage, Paul Zak suggests that economists should pay more attention to
 - a. negotiating
 - b. theorizing
 - c. observing
 - d. sampling
3. It can be inferred from the passage that
 - a. Oxytocin definitely influences decision making
 - b. Oxytocin has nothing to do with decision making
 - c. Oxytocin will not be studied in context of decision making
 - d. Oxytocin could possibly influence decision making
4. The word OPPOSITE in meaning to the word proponent in line 5 is
 - a. competent
 - b. ornament
 - c. opponent
 - d. constituent
5. It can be concluded that
 - a. there is no theory of human behavior
 - b. cybernetics studies how human brain works
 - c. biochemistry may be applied to economics
 - d. people tend to be co-operative in economic negotiations
6. The underlined word another could best be replaced by which of the following:
 - a. one more
 - b. other
 - c. the other
 - d. other than
7. The underlined word a successor to could best be replaced by which of the following:
 - a. a thing coming after
 - b. a thing coming before

- c. a thing accompanying
d. a thing introducing
8. The underlined word decade could best be replaced by which of the following:
- a. 10 months
b. 10 days
c. 10 years
d. 10 hours
9. The underlined phrase human beings could best be replaced by which of the following:
- a. humanitarian
b. person
c. people
d. humanitarians
10. The underlined word observe could best be replaced by which of the following:
- a. write and present
b. produce and sell
c. select and collect
d. see and notice
11. The underlined word goal could best be replaced by which of the following:
- a. idea
b. aim
c. income
d. subject
12. The underlined word underpinnings could best be replaced by which of the following:
- a. equipment
b. limitations
c. support
d. methods
13. The underlined word willingness could best be replaced by which of the following:
- a. kindness
b. politeness
c. eagerness
d. firmness
14. The underlined word perhaps could best be replaced by which of the following:
- a. never
b. always
c. definitely
d. probably
15. The underlined word to confirm could best be replaced by which of the following:
- a. to corroborate
b. to refute
c. to question
d. to test

II. Complete the following sentences

16. Dr. Snow ... our department leader from 1990 to 1996.
- a. is
b. has been
c. was
d. will be

17. There ... two major categories of organized research: exploratory and mission-oriented research.
- a. is
 - b. be
 - c. are
 - d. to be
18. It was their research ... helped them improve our equipment.
- a. did
 - b. when
 - c. if
 - d. that
19. ... overheat liquids.
- a. No
 - b. Not
 - c. Not only
 - d. Never
20. Taxi service ... to and from the Congress Center downtown.
- a. is available
 - b. are available
 - c. available
 - d. to be available
21. Nobel laureate and Princeton professor, Dr. Joe Taylor, will describe his work as a radio astronomer ... in his discovery of radio waves.
- a. culminating
 - b. culmination
 - c. culminated
 - d. culminate
22. The finalists are given ... registration for the conference.
- a. compliments
 - b. compliment
 - c. complimentary
 - d. and compliment
23. The student paper competition has become one of ... technical events.
- a. the largest
 - b. the large
 - c. large
 - d. larger
24. ... 50% of the submitted papers were accepted for presentations.
- a. To approximate
 - d. Approximate
 - c. Approximately
 - d. Approximating
25. I would like to thank many individuals for making this event
- a. possible
 - b. possibly
 - c. and possible
 - d. possibility

ON WRITING LETTERS

The **opening** and **closing** — the first and last paragraphs are the most important part of a letter. Upon checking through dozens of copies of business letters, we've spotted the openers to avoid:

- Openings with participial phrases like: «*Having received your order or May 25th...*» They're too slow and formal.
- Phrases like: «*I would like to take a few minutes of your time...*» «*I would like to take the opportunity to...*»
- Cliches in the opening or in a closing.

If it's someone you know, refer to something you've done together, a shared moment, something that happened that you can both relate to. And above all: watch out for formality! Your opener must be real, authentic, and natural.

Good Openers

- *You've got to be one of the most difficult people to reach.*
- *It was a pleasure talking to you and Ed last week.*
- *Thank you for the opportunity to have been beaten up again by you and John. Seriously though...*
- *Nobody's perfect, not even us. Claims do come up. And we want to take care of them as fast as possible — to your satisfaction.*

Poor Openers

- *I am writing in response to your letter of June 23rd.*
- *This is a follow-up report on the above-referenced DuPont order.*
- *I would like to take a few minutes of your time to introduce myself.*
- *I would like to thank you for your professionalism and courtesy extended during our brief phone conversation today.*

Closings. You may have created an excellent letter, with a very persuasive argument and a warm personal touch. One should avoid -ing phrases like: «*Hoping to hear from you soon,*» or «*Looking forward to your reply.*» Weak endings like: «*We hope you will let us send you a copy.*» or «*We trust you will return the enclosed card.*» should also be avoided. Such phrases suggest a lack of confidence, at a time when the reader needs the final push. Or things like: «*Thank you for your interest.*» No one believes them. The last sentence or two of a letter is also a good place to summarize, especially if you're dealing with complex information. Remember to pay special attention to the first and last sentence of a letter. They are the best remembered. Here are some good and bad closings:

Good Closings

- *Please contact me if I can help in any way.*
- *If you have any questions, please call me. I'd like to be of help.*
- *I'm depending on you, John. This represents a great step for Hawley International.*
- *Thanks, Bonnie.*

Poor Closings

- *Thank you for the confidence you have placed in me.*
- *Thank you for your interest in Robinson's.*
- *In the interim, Please feel free to call Bill, Joan, or myself with any questions you may have.*
- *Please do not hesitate to contact me.*
- *If I have overlooked any pertinent points in our discussion, please contact me. Otherwise, I look forward to speaking with you again in the near future.*
- *If I can be of any further assistance regarding this matter, please let me know.*

The **salutation** is often a problem, especially when you're addressing someone you don't

already know. Dear Sir or Dear Madam — are cold and impersonal. Even if you're writing to a group of people, try to make it a little more personal. One way is to address the reader in the singular instead of plural. Or to use a pronoun instead of a noun:

Poor:

Dear Stockholder:

This is to inform you of the dividend declared for the second quarter.

Better:

Because you own stock in Wilson Sporting Equipment:

I'm writing to tell you about the latest quarterly dividend.

However, sometimes you can shorten the common opening phrase «I'm writing to...»:

~~*I'm writing to*~~ *thank you for...* → *Thank you for...*

How to handle **first and last names in a salutation**? Use a first name in the salutation only if you know the person, and you're already on a first-name basis. Depending on the nature of the relationship, it's usually safe to let the other person use yours first in his opening — and then replying in the same way. In general, a letter's not the place to suddenly become someone's friend. An alternative to either first or last name — is using both together. For example: it's less formal than «Dear Mr. Baker,» but not as personal as «Dear Ed.»

The Complimentary Close. Like the salutation, this is another uneasy area. The complimentary close equates with the «good-bye» of a conversation. But most complimentary closes are formal, stiff, and stereotyped. There's nothing sincere about «*Sincerely yours,*» or even «*Very sincerely yours.*» Instead, try for something that has at least a semblance of humanness about it, such as:

- *With best wishes,*
- *With warmest wishes,*
- *Wishing you all the best,*
- *All the best,*
- *Best regards,*
- *My very best,*
- *My thanks,*
- *Thanks very much,*
- *It really helps,*

At the same time, beware of false intimacy when writing to strangers, brief acquaintances, or superiors. You may want to use a formal phrase. Other important points are about openings and closings: *addressing* people and *signatures*. One problem that comes up when you're writing to someone from another culture is: how to address them. The degree of formality differs, even in countries where English is the first language. British tend to be more formal than Americans. It's always safe to start off being formal (*Dear Mr/Mrs/Ms*), and shifting to a more informal tone (*Dear Frank/Helen*) if the other person addresses you that way. One thing you *don't* want to do is: shortening someone's name (*Dear Steve* instead of *Steven*) unless they use that short form themselves. The signature is more important than it seems. For one thing, it fixes responsibility for the message. For another, it affects the general appearance of the letter.

Summing it all up, the current trends in writing business letters include (but are not limited to) the following:

- applying conversational tone, avoiding cold impersonal phrases, words with negative overtones, keeping clichés and jargon to a minimum;
- referring to the reader (*you/your*) more than yourself (*I/me*), avoiding false intimacy, showing enthusiasm, avoiding exaggerated words and claims, as well as imperatives;
- using transitions between paragraphs, employing simple tenses — whenever possible, emphasizing key points, and paying attention to openings and closings.

(after Darian S., Ilchenko O. IMPACT: Writing for Business, Technology and Science).

REVISING AND EDITING

Revising and editing are traditionally defined as the process of preparing written and/or visual material through a complex procedure involving the correction of punctuation, spelling, grammar, word usage mistakes, as well as logical fallacies and stylistic blunders. There are probably as many systems for revising as there are islands in the South Pacific. The thing to do is develop one's own system for revising, and stick to it — which also means refining it as we learn more about the process. What we'll now be looking at are simply a few suggestions on building such system, and a few specific tools for revising. They include, but are not limited to:

- Paraphrase
- Reduction and Deletion
- Relocation
- Equivalency Chains
- Collocations
- Headings

One approach is: deciding on a few big questions.

Big Question 1: How Well Did I Get the Message Across?

The *main theme* of a document should be *repeated* — either verbatim (i.e., exactly) or paraphrased — throughout the document. Decide what other things are important — facts, arguments, actions. *Emphasize* them — in all the different ways. We can emphasize things in lots of ways — verbal, graphic, typographic. By emphasizing information, we're telling the reader what's most important in the material, without them having to wade through each page to figure it out. It says: "Pay attention to this. And remember it!" In speaking, of course, we use intonation and gesture to emphasize information. There are lots of words and phrases that show up in speech but not in writing. Using them in written reports adds to the conversational tone of the document and makes the job easier for the reader as well. A little technique, that's a special form of emphazier, is worth keeping in mind. Basically, we're trying to double-guess the reader, about something that could be troubling them. It speaks to the old sales suggestion of anticipating possible objections, and meeting them even before they arise. To this end, it's worth using such phrases as these:

- Perhaps you're wondering...
- You may be asking yourself...

Mild imperatives are another way of calling the reader's attention to the information. Some examples:

- Look at it from another point of view.
 - Think about the various combinations.
 - After you've looked at everything else, consider this option.
- Also, at the beginning of a sentence, use phrases ending in -ly:

~~It is interesting to note~~ *Interestingly,*
~~It is surprising~~ *Surprisingly,*

Rhetorical questions — a feature of spoken language — work very well in writing. They not only add to the conversational tone but get the reader more involved in the material; they make the reader think! Questions invite answers. And even though a rhetorical question may be answered by the writer, it makes the reader curious about the answer (and more attentive). Things like:

- What are the implications of a fact like this? For one thing...
- They were sure to win... or were they?

Another way of emphasizing material is to *state* the information, then *paraphrase* it *immediately after*. In which case we might want to use the *marker* like the following, to indicate the paraphrase:

- What I mean is... / What I'm suggesting is..
- In other words... /putting it another way
- To be more exact, /more specifically, /more precisely/ more properly
- i.e.,
- That is (to say) ...
- Again, ...
- Or rather/or better
- Simply put/said/stated,

Paraphrase is a very powerful and *versatile* tool — for speaking and listening, reading and writing. In listening, it's called *reflecting back* (a basic technique in interviewing): reflecting back in different words what the speaker said. It tells them you're listening and that you understand what they're saying. In speaking, it helps *your* listener understand much better what *you* are saying. It serves the same purpose on the printed page. When information is difficult or complex, consider paraphrasing it. As we've seen, paraphrase is also useful for defining. A few diverse examples:

Good governance in a country requires transparency; meaning having clear laws and financial records that are easy to understand.

Packaging and advertising have shorter life cycle in China than in other countries. What I'm saying is: If you want to attract the Chinese consumer, you need to change your packaging and advertising fairly often.

Logistics — or ways of delivering goods — can contribute as much as 30-40% to the cost of a product.

A typical example of paraphrasing is *restating* information by *replacing* the overused word or phrase. In the following example, paraphrasing the word involve(s) goes way beyond its dictionary synonymy, implying a wider context:

(1) A major fact of corporate life is that problems often involve several departments or specializations or both. (2) For this reason, the heart of the report — the tough analysis and recommended solutions — ~~involves~~ requires a group or team effort. (3) This is almost inevitable, given all the research ~~involved~~ that goes into a report and all the areas that can be affected by it. [(4) If the problem ~~involves~~ falls within only the department, the team only needs to include department members. (5) If it also ~~involves~~ affects a division, it should draw members from both levels.

Another case of *restating* is *avoiding nominalizations*. Nominalization is a fancy term for a process that happens all too often in writings: using formal sounding noun phrases instead of simpler verbs (verbs move, they grab the reader). For example, instead of «X is a supervisor/manager» use «X supervises/manages». Or «X was measured» in place of «measurements of X were made.»

Notice the following examples of nominalization and their rewrites:

ORIGINAL: Failure to include the information will result in the claim not being traced. ➔

REWRITE: If you fail to include the information, we can't trace the claim.

ORIGINAL: The scope of the transaction is dependent on the finalization of the suggested changes in depreciation methods. ➔

REWRITE: The scope of the transaction depends on the finalizing the suggested changes in depreciation methods.

ORIGINAL: I managed a project in West Virginia, which focused on productivity improvement through the prioritization of service delivery.

REWRITE: I managed a project in West Virginia, which focused on improving productivity through prioritizing service delivery.

When it comes to paraphrasing, *avoiding passive voice* is another good idea. In the active voice, the subject is the actor — the subject is doing something. In the passive, something is being done to the actor, or there may be no actor at all. Notice the examples:

PASSIVE: The offer *was* seriously *considered* by the Executive Committee.

ACTIVE: The Executive Committee seriously *considered* the offer.

In general — and that doesn't mean always — it's better to use the active voice instead of the passive. But there *are* times when the passive is preferable: when the subject is unimportant or unknown («the policy was changed»), if making a request seems too harsh («attendance at the meeting is required»), if you want to conceal the subject or avoid taking responsibility («your application was rejected») if one wants to avoid placing blame («the list wasn't filled out correctly»). A separate case is scientific writing, especially lab reports and research articles — to

make a statement sound more objective. But even in the language of science, there is some leeway. For instance, instead of:

«A large amount of iron was found in the water.»

it is possible to write:

«The water contained a large amount of iron.»

Other examples:

~~is involved/is engaged~~ — involves /engages

~~is engaged in providing~~ — provides

~~X is used to control~~ — X controls

~~X is caused by Y~~ — Y causes X

~~are in agreement with~~ — agree

~~some benefits are provided by X~~ — X provides some benefits

~~examination of X ... must be made~~ — X must be examined

~~will be equipped with~~ — will have

~~X were made by Y~~ — Y made X

~~is used to develop~~ — develops

~~X was shown to be... by our team~~ our team has shown X to be ...

~~X have been discussed by several authors~~ — several authors have discussed

~~It will be seen~~ — you/we will see

~~X must be used~~ — use

~~it should be noted~~ — note

But notice cases of passive constructions with «can» (especially in conclusions):

~~it is possible to conclude~~

it can be concluded

(OR: *we can/could/may/might conclude*)

~~it is possible to do X~~ —

X can be done

~~Xs are avoidable~~ —

Xs can be avoided

Another important point in editing is *avoiding long strings of nouns*. Long «chains» of nouns (with an occasional adjective) — where the first nouns modify the following ones — are often hard for readers to understand. They give a bureaucratic tone to documents. Breaking long noun strings into shorter phrases can make writings much easier to read. For example:

ORIGINAL: You must prepare a group technical report which includes a one-page executive summary.

REWRITE: You must prepare a technical report for/by the group, which includes a one-page executive summary.

ORIGINAL: The company assumes total project management responsibility.

REWRITE: The company assumes total responsibility for project management.

Another good point here is *avoiding negative statements*. Positive sentences are easier to UNDERSTAND than negative ones. They're also easier to REMEMBER. Two or more negative words in a sentence make it hard for the reader to understand. When sentences have two or more negatives, the reader will often stop and ask himself: «What did that say?» and then have to reread (not exactly easier for the reader). Positive sentences can also be judged TRUE or FALSE faster and more accurately than negative sentences. There are different kinds of negative words. The most obvious are words such as: *no, not, none, never, nothing*. Another common type is those with negative affixes, such as: *nonexistent, ineffective; pointless* etc. Less obvious words include those with a negative meaning, that don't necessarily look negative; e.g.: *absent, empty, fail, reduce, deny, doubt, limit, forbid, terminate, or wrong*. Used alone in a sentence, any of these negatives is usually fine: «That is not my argument.» «The engine failed.» In some cases, a negative may be preferable. For example, a warning can be stronger in the negative: «*Never* send the report off without your supervisor's signature,» versus «Get your supervisor's signature before you send the report off.» The problem starts when one adds more negatives. It takes a little more time to understand the sentences in the left-hand column below. It would take even longer if multiple negatives were in long sentences with complex ideas:

He was not absent

He was present.

Wyoming is not unlike Utah.

Wyoming is like Utah.

The procedure will not be ineffective.

The procedure will be effective.

One of the most common problems in business and government documents is double negatives of the sort: *not...unless*; *not...except*; *not...until* etc. What they really mean is:

not...unless = *only if*
not...except = *only if*
not...until = *only when*

Big Question 2: What's the Best Way to Say It?

What happens when we've written a sentence that just won't come out right? We push it, pull it, try moving around the parts. We all do this naturally, but in an unsystematic way. Here are some specific techniques for reworking a sentence until it does what we want it to do.

At this point, let's deal with **reduction** and **deletion**. Sometimes a sentence has too many words: it doesn't flow, it's hard to understand, or we've used too many words for a small amount of meaning. Reducing the number of words is a possible way out. Shorter phrases are closer to spoken language and have a more conversational tone. Speaking often reduces clause to phrase, phrase to word. Reduction eliminates unnecessary words and improves the clarity of the message. For example, relative clauses (*The man that you spoke to is Mr. Smith*) are much less common in speaking than in writing. Speech almost never uses the so-called nonrestrictive relative clause — the kind that adds information about the subject instead of limiting it to a particular case (*The people in the audience, who paid 40 dollars a seat, expect a good show*). For that reason, we'd avoid using it in writing, if possible. The which of writing usually becomes that in speaking, or is dropped altogether, or reduced. Some examples:

- The project which they mentioned will cost about \$80,000 ➔
- The project that they mentioned will cost about \$80,000 ➔
- The project they mentioned will cost about \$80,000.

If we want a conversational tone, we should use that for which, or drop the pronoun altogether — as long as the sentence still sounds natural. Notice the following:

- 1a. This will probably add a new dimension to that which is already known.
- b. This will probably add a new dimension to what is already known.
- 2a. The people who were seated at the back could barely hear the speaker.
- b. The people seated at the back could barely hear the speaker.
- c. The people at the back could barely hear the speaker.

The phrase who were seated could be reduced to seated or eliminated altogether. Some other examples include replacing redundant phrases like «end result», «final outcome» etc.:

end result	result
final outcome	outcome
small in size	small
light in weight	light
square in shape	square
oftentimes	often
basic fundamentals/essentials	fundamentals/essentials
close proximity	proximity
free gift	gift
very unique	unique
time period	time OR period
really very	really OR very
located near	located OR near
Thus, in summary,	Thus(,) OR In summary,
kind of/sort of/ type of	—

Another way of improving the clarity and effectiveness of a sentence is relocation — moving around words, phrases, or clauses to different locations. Relocation works well with reduction. For example:

ORIGINAL: It is not possible to measure the changes in the amount of work done in the home with any degree of accuracy.

REWRITE: It is not possible to measure accurately the changes in the amount of work done in the home.

More reduction examples:

a very large number of — numerous

~~in such a manner (that) / in order (that) / in such a way (that)~~ — so

they ~~brought up~~ the issue of... — they raised the issue of...

the issue was ~~brought up~~ — the issue was raised

~~in the form of~~ — as

~~concerning~~ — on/about

~~via~~ — by

by ~~using~~

~~by using~~ — with

by ~~means of~~

~~in the event (that/of)~~ — if

~~for those situations in which~~ — where /if

~~in addition~~ we will — we will also

~~more optimum~~ — better

~~on a daily/monthly... basis~~ — daily/monthly

~~recently done~~ research — recent research

as ~~per~~ usual

~~it is obvious/evident/ interesting/clear~~ — obviously / evidently/ interestingly/clearly

during ~~the time of / period(s) of /interval of~~

~~a duration of~~ 3 days

~~at present~~ — now

~~at some future date~~ — later

~~in the near future~~ — soon

~~thereafter~~ — then

~~prior to~~ — before

a total of 70

~~the extent of~~ her knowledge is wide

~~sufficient quantity~~ — enough

~~minimum size~~ — smallest

~~the bulk of~~ — most

~~utilize/employ/make use of~~ — use

~~fabricate/construct~~ — make

~~purchase~~ — buy

~~ascertain~~ — check (learn if; be sure; ensure)

~~verify~~ — check

~~obtain~~ — get

~~attempt; make an effort~~ — try

~~examine~~ — study

~~minimize/reduce/lower~~ — cut

X ~~asserts an~~ idea that — X's idea is that...

~~the results of~~ the analysis

~~for the purpose of /in order to~~ — to

the results ~~obtained~~

the work ~~performed~~

the materials ~~used~~

X ~~can be attributed to~~ Y — the reason for X is Y

~~a panel of~~ 7 experts

~~which/that are~~ described

as ~~it was~~ mentioned above

~~really~~ very

~~very~~ necessary

~~highly~~ useful

~~the fact~~ that this happened

~~the fact(s)~~ that

at Z, X ~~is manufactured~~ — Z manufactures X

X is needed ~~if one is~~ to Y

I'm ~~interesting~~ interested in science.

Do you know where ~~is~~ she is?

not ~~enough~~ good enough

~~very~~ really like/want/enjoy

the same ~~like~~ as

I ~~think~~ you ~~won't~~ like this idea. —
I don't think you'll like this idea.

It is also ~~worth noting that...~~ — Moreover, ...

In ~~its~~ turn,

Have ~~a~~ fun!

I'm not ~~this~~ that kind of person.

I'm not ~~a~~ the kind/type of person who
tries to seem smart.

~~in an alphabetical order~~ — alphabetically

~~in a similar fashion~~ — similarly

~~in a suitable manner~~ — suitably

~~from a different angle~~ — differently

~~in an automatic way~~ — automatically

~~in schematic form~~ — schematically

~~perform conversion~~ — convert

~~for the purpose of~~ — for

~~has/have the ability to~~ — can

~~in the attempt to~~ — attempting

~~in response to~~ — responding

~~if this is the case~~ — if so

topics covered ~~by the journal~~

~~point of view~~ — viewpoint

~~do not have/don't have~~ — lack

~~does not have/doesn't have~~ — lacks

~~results in simplification~~ — simplifies
~~can result in reducing~~ — can reduce
~~must produce interaction~~ — must interact

~~put~~ spotlight

~~place~~ a limit

~~occurring~~ in

~~is an illustration~~ — illustrates

~~causes to activate~~ — activates

~~includes a listing~~ — lists

~~in this paper we describe~~ — this paper describes

~~the conclusion of the authors~~ — the authors conclude

~~this approach is the result of~~ — the approach results from

~~the first use of X was~~ — X was first used

~~(As) we can see in Fig. 2...~~ — Fig.2 shows/highlights

~~As can be seen from Table 7~~ — Table 7 shows

~~were used as~~ — served as

What's especially important is **keeping subject and verb close together**. The further the verb gets from the subject, the more confusing the sentence. Compare the following:

ORIGINAL

REWRITE

The «right» decision from a logical viewpoint, which people feel uncommitted to (i.e., they «forget» to implement it, or resist it actively) is indeed not a particularly good decision at all.

Though it may be a logical one, a decision is not the right decision if people are not committed to it; that is, if they «forget» to implement it, or actively resist it.

A summary of plant operation management services as we are proposing based on this survey is given in Section Two.

We propose a summary of plant operation management services based on this survey in Section Two.

The key benefits to be received from the program in addition to the cost savings are quality control and more efficient accounting procedures.

The key benefits to be received from the program include not only quality control and more efficient accounting procedures, but also cost savings.

The cost savings, and even more important — an increase of manpower available for responding to other customers' requests is favorable with the new arrangement.

The new arrangement favors the cost savings, and even more important — an increase of manpower available for responding to other customers' requests.

Students of the behavior of animals in relation to their environment have long been interested in the biological clock question.

The biological clock question has long interested students investigating the behavior of animals in relation to their environment.

The purpose of this paper is to provide an insight into...

This paper provides an insight into...

As we've already noted, relocation works well with reduction. And also with paraphrase. Both examples below deal with a study of women's labor force participation:

ORIGINAL: Women's participation rates are higher where the income is in the \$20,000 to \$25,000 range.

REWRITE: Women's participation rates are higher in the \$20,000 to \$25,000 income range.

Apart from relocating the phrase, the rewrite also reduces it from 10 words to 7.

Consider some more relevant examples:

Changes in the nature of work may ~~well continue to be~~ *remain* an important influence on the female labor force.

~~The focus of this paper is on~~ *This paper focuses on* changes affecting mothers of pre-school children. ~~It appears that it is~~ The presence of very young children ~~that is~~ *seems to be* the most important factor.

The analysis, which is confined to participation rates of married women, ~~involves a comparison between~~ compares women with children under or over six years old.

~~There have been~~ Several long-run changes in the US, that have helped to reduce the constraints on mothers' employment.

A further change reducing the time conflict between housework and outside employment is the increasing number of ~~that more and more~~ economic functions ~~have been~~ transferred from the home to the factory.

~~In an analysis, they~~ An analysis found that several factors had an influence on the differences.

At the same time, changes in participation rates may reflect ~~trends which are due to~~ factors other than employment.

Some information ~~which has~~ with an indirect bearing on this issue is available in the current study.

The results of these surveys do not suggest ~~that there has been~~ a marked change in attitudes towards married women working.

One more noteworthy point in revising is ***equivalency chains***. A good unified paragraph has one main idea, sometimes two, never more than three. Think of this main idea as a chain — a common topic that runs through the paragraph. It is signaled by links — words or phrases that in some way refer back to the topic. Here are several kinds of links we use to form equivalency chains:

<i>Synonym</i>	The President addressed the nation last night. In a prepared speech, Mr. Obama spoke about his economic
<i>Pronoun</i>	policies. In particular, he discussed the balance-of-payments problem, describing measures such as the
<i>Determiner</i>	recently enacted <u>import taxes</u> . He stated that <u>these</u> alone were not enough, and that <u>some</u> may even have to be repealed if <u>they</u> reduced foreign trade too greatly.

Here's another example, in context: a booklet on leadership, written for first-year officer trainees at the US Naval Academy. «Guy», of course, is a bit informal (in US slang, it can refer to a man *or* a woman):

Look at it this way: If you always degrade a person, their morale and self-esteem will plummet. Then you will have many more problems on your hands, including a guy who may refuse to do anything at all, or someone who always makes a mistake because he's so afraid of making mistakes. Now if you take that same person and praise him for his good work and help him with his poor work, you'll have a much more successful individual. You will also have an individual who respects you and who sees you as a good leader.

Collocation is a fancy term for words that go together — not for grammatical reasons, but more out of custom; which, as you know, is a powerful reason for doing lots of things, including the way we write. What words, for example, can you use for mentioning a hypothesis? You can form or state a hypotheses. But it's more professional to *frame* or *formulate* one.

Here are some examples:

We captured 70% of the domestic market last year (hi-impact).

We confirmed this opinion by a careful reading of our competitors' annual reports.

Big Question 3: How Clear is My Presentation?

Proper **structuring** and **formatting** the material is the key. Remember that **the essential parts of the paragraph are**: (1) topic sentence, (2) supporting details (like pros and/or cons), (3) concluding sentence (optional), (4) transition word(s) or sentence.

First, a page should have at least three paragraphs. The rule is: one idea per paragraph, one idea per sentence.

Second, effective **headings** are vital. They provide a *visible structure* for the reader. They show the reader how the material *is organized*, and what is *key material* to focus on. Also, they help the reader locate information more *quickly*. This is especially important in documents used for reference purposes (such as manuals and procedures). Headings help the reader *remember* (headings are *emphasizers*). Experiments show that a group reading paragraphs with headings — recalled twice as much as a group reading the same material *without* headings. Headings activate the reader's *schema*: the information about the topic, that the reader has stored away in his or her mental filing cabinet. Finally, they serve as both an *introduction* and *summary* for the material. Thus headings should be *all-encompassing, clear, self-contained, interesting, informational* (one- or two-word headings seldom provide enough useful information for the reader, and can be ambiguous). They should employ *action* verbs whenever possible. The heading can present the question that the section answers, *matching the probable readers' questions*. Consider the following pairs of heads. Notice how much more interesting the second version is:

OLD: Use of Fiberglass

NEW: What if You Use a Fiberglass Body?

OLD: Conversion of the Engine to Gasohol

NEW: Can I Convert the Engine to Gasohol?

(after Darian S., Ilchenko O. IMPACT: Writing for Business, Technology and Science).

On Argumentation

The most effective **model of argumentation** — especially for academic purposes — was suggested by Stephen Toulmin. He argues that a good argument needs good justification for a claim. In «The Uses of Argument» Toulmin suggests the following **components** for analyzing arguments:

obligatory:

- **Claim** (thesis statement)
- **Grounds** (facts, evidence, data that answer the question «why?»)
- **Warrant** (implicit connection between the claim and the ground, or why the evidence supports the claim)

additional:

- **Backing** (extra proof)
- **Rebuttal/Reservation** (counter-arguments and counter-examples)
- **Qualifier** (linguistic devices conveying various degrees of certainty and possibility)

According to Bill Frazer (see his paper *The New Rhetoric: How Discourse Analysis Can Help Translators*), **the most common argument pattern** in English is **BPSE**:

BACKGROUND — PROBLEM — SOLUTION — EVALUATION

The signposting words like «however», «unless» mark the **turning point** between the statement of the **problem** and the discussion of the **solution**.

Other **typical patterns of argument** are:

- describing a situation and evaluating it,
- stating a position and giving the reasons to back it up,
- summarizing a contrary position in order to refute it,
- denying something that has been said elsewhere,
- correcting something that has been said elsewhere, etc.

For that matter, let us also emphasize another relevant, and no less important issue, that is, **the order of arguments**. It was Hermann Ebbinghaus who first discovered the so-called Serial Position Effect. In writing, that means **putting your weakest arguments in the middle, your strongest arguments in the start, and the strongest one(s) — in the end** (though *ideally all* arguments should be well-supported).

USEFUL PHRASES FOR WRITING RESEARCH PAPERS

*For *introduction*, we use the CARS (Create a Research Space) model by John Swales [2005].

INTRODUCTION	
<p>MOVE 1 establishing a territory (citations required)</p>	<p><i>The central/core problem of ... is</i> <i>Recently, there has been growing interest in</i> <i>Few attempts have been made to</i> <i>X is attracting considerable interest due to</i> <i>There is a considerable amount of literature on</i> <i>The first investigations into</i> <i>In their seminal paper on ..., A and B</i> <i>C [] shows/suggests/describes/studies/demonstrates/points out/notes/argues (that)</i> <i>The theory was first put forward in ... [1].</i> <i>N [2] has argued that</i> <i>Several recent studies [3, 4, 5, 13] have suggested that</i> <i>D [] reported/outlined/developed/mentioned/highlighted</i> <i>More details on this topic can be found in [] .</i> <i>For a detailed review of ... see [] .</i></p>
<p>MOVE 2 establishing a niche (citations possible)</p> <p>the purpose of the study, including the research question(s) (RQ(s)) it seeks to answer</p>	<p><i>However, these studies have not addressed the issue of</i> <i>However, ... is still poorly understood.</i> <i>However, ... has received little attention.</i> <i>However, there is still a need for</i> <i>Further work on this problem is, however, badly needed.</i></p> <p><i>There is no clear consensus on</i> <i>There is no general agreement on</i></p> <p><i>Few researchers have addressed the issue/problem of</i> <i>There are few papers dealing with this subject.</i> <i>Moreover, no attention has been paid to</i> <i>Previous work has only focused on</i> <i>Previous research has been limited to</i> <i>Most studies failed to address</i> <i>In the traditional/classical approach</i> <i>Their analysis/ previous research has not</i> <i>This is the first study, to our knowledge, to examine</i> <i>These results describe for the first time</i> <i>To the best of our knowledge,</i></p> <p><i>This ... is the most challenging aspect of</i> <i>The highly dynamic nature of ... raises a number of challenging issues related to</i></p> <p><i>We explain Surprisingly, this has not been done before.</i></p> <p><i>The present study investigates</i> <i>In this study/paper we want to</i> <i>In this article, we</i> <i>The main focus of this article is</i></p> <p><i>The aim of our/this research/ work/ study is to</i> <i>The (present) paper aims to/at ...</i> <i>This paper/study addresses /outlines/ presents/demonstrates a new... .</i> <i>We address/analyze/ present/ consider/describe</i> <i>This paper argues that</i> <i>In this survey, we analyze, compare and contrast</i></p>

	<p>The main questions addressed in this paper are</p> <p>Within this framework,</p> <p>We believe that we have found/developed/designed an innovative/ a cutting-edge/novel/new/guaranteed solution to</p> <p>It would seem/appear that ...</p> <p>X may be responsible for Y.</p>
<p>MOVE 3 presenting the present work</p> <p><i>definitions</i></p> <p><i>methods</i></p> <p><i>the structure of the paper</i></p>	<p>The term /acronym X means/ is defined as</p> <p>The method used is as described by E [].</p> <p>We use the variation of X's procedure. Specifically, in our procedure, we... .</p> <p>This approach allows us to investigate X.</p> <p>This technique allows X to be investigated.</p> <p>We start by noting</p> <p>We begin by examining</p> <p>First, we ...</p> <p>Second,</p> <p>Third,</p> <p>The next step</p> <p>Finally,</p> <p>The paper is organized as follows.</p> <p>For reasons of space, X is not addressed.</p> <p>More details on this will be given below.</p> <p>Once/as soon as/ after X had been done, we then did Y.</p> <div style="border: 1px solid black; background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p>OR use bulleted list of contributions:</p> <p>In this paper we</p> <ul style="list-style-type: none"> • identify and discuss... (section 2). • explain ... in section 3. This has not been done before. </div>
<p>RESULTS AND DISCUSSION</p> <p><i>What did I find?</i></p> <p><i>indicators of whether the study was successfully carried out</i></p>	<p>We showed that This is mostly due to However,</p> <p>(Overall), the results of this study show that</p> <p>The data is broadly consistent with the major trends in the literature as to</p> <p>The attempted investigation proved to be a success.</p> <p>Our tentative data suggest that the theory holds.</p> <p>This solution improves/advances/enhances</p> <p>Table 1 / Figure 1 shows / compares / highlights/ lists / details / proves/ illustrates / indicates</p> <p>We compare</p> <p>Let's compare</p> <p>The data indicate that</p> <p>Our results would seem to indicate</p> <p>We believe that</p> <p>This result shows/demonstrates/ proves/ highlights/stresses</p> <p>In contrast to ..., we... .</p> <p>Despite (the fact that) ... we believe</p> <p>Although... .</p> <p>It can thus be reasonably assumed</p>

<p>What did I NOT find?</p> <p>Any unexpected results?</p> <p>the limitations of the study</p>	<p>Another possible explanation for this is We cannot rule out that X may have influenced Y. Presumably, I/we argue/believe that Note that It appears possible that It seems likely that</p> <p>On the other hand ... X could be explained by Another explanation could be</p> <p>No final decision between all these various alternatives is possible at present.</p> <p>The most likely explanation of the negative finding is</p> <p>Interestingly/Importantly, Unexpectedly, /Surprisingly, This finding was unexpected and suggests</p> <p>The study has a number of possible limitations.</p> <p>The results of our survey indicate a clear lack of</p> <p>In contrast to some reports in the literature, there were</p>
<p>CONCLUSIONS</p> <p>significance of the results</p> <p>future work</p> <p>acknowledgements</p>	<p>(In this paper) we have presented/described In this article, we have surveyed/presented a comprehensive survey of</p> <p>The findings confirm/corroborate/ validate Our research suggests that</p> <p>Our method/technique/procedure could be applied to</p> <p>We could/can conclude that It can/could be concluded</p> <p>The results are of practical relevance.</p> <p>We leave ... for future work. Our future work will focus/concentrate on studying/enhancing Further studies</p> <p>Support for this research ... was provided by The author would like to acknowledge the support from The authors would like to thank We thank Dr. Z for We also thank Prof. Y for his ongoing collaboration with this research project.</p>

Sample Template

Introduction

Recently, N et al. [] have highlighted the importance of

To the best of our knowledge, M et al. [] provide the only previous analysis of They show that In a related work, R and Y [] show However, they fail to These shortcomings motivated the research community to look for alternative

Our work aims to fill the void / to bridge the/this gap ... by providing Specifically, we study We also study Finally, we identify and discuss

The rest of the article is organized as follows. We first describe We follow this with an analysis of Then we evaluate We then relate our findings to the current state of ... and discuss limitations of our findings. Finally, we outline how ... can benefit from our studies and conclude the article.

At its core, Some authors suggest ... [; ; ;]. Other authors suggest ... [;]. Hence, Unlike the current Thus Similar to For example,

In this article, we build a simple model For instance, Thus, At the same time, it can be used to It can also be used to This is possible because we can use

We start with the premise that In our model, We identify Table 1 provides a description of each type of Additionally, one could consider However, we have chosen to

Results

Figure 1 illustrates In the setting depicted in Figure 1a, for, instance, On the other hand, It could be due to... .

For our analysis, it is more interesting to consider This is because Thus we employ Further, we Our setting eliminates the possibility of ... but does not affect our conclusions about

In our model, we assume that The latter assumption does not reflect the current In this case, However, Thus,

Additionally, we assume This reflects the current situation Nevertheless, In addition, Even though ... we believe that

In this section, we We limit our analysis to This could be This simplifies our analysis but does not affect the generality of our results, since in practice In Fig. 2, Strictly speaking, However, We see from Fig. 2 that We compare Table 3 summarizes

Discussion

We showed that This is mostly due to However, This is a trend we currently see If ... could ..., then ..., which will One could imagine Alternatively,

We end this section by pointing out

In this section, we discuss Our preceding analysis implies Thus, In order to be useful, For instance, In addition, Moreover, For example, Therefore, Furthermore, This ... is necessary for

Conclusions

In this article, we evaluated We showed In addition, we showed Even though ..., we This explains We also illustrated Additionally, our analysis suggested that For instance, Thus, Finally, we pointed out that In particular, Hence,

Additionally, we showed Therefore, Further studies

This work was supported in part by

COMMONLY MISUSED WORDS

- **accept** v. — *to agree / to say yes*
- **except** v. — *to exclude/ to omit; leaving out/ not including*

- **access** n. — *a way of entering*
- **excess** adj. — *surplus / extra amount*

- **advice** n. — *an opinion*
- **advise** v. — *to provide/give an opinion*

- **affect** v. — *to influence*
- **effect** v. — *a result/outcome*

- **a lot (of)** — *a great deal of*
- **allot** v. — *to assign as a portion*

- **allusion** n. — *an indirect reference*
- **illusion** n. — *an erroneous perception*

- **almost** adv. — *nearly*
- **most** adj. — *the greatest in amount, extent or degree*

- **among/amongst** prep. *is used for three or more items*
- **between** prep. *is used for two items (things, persons etc.)*

- **assure** v. — *to make (someone) sure of something*
- **ensure** v. — *to make certain that something happens*
- **insure** v. — *to guarantee persons/property against risk*

- **beside** prep. — *at / near*
- **besides** adv. — *in addition / additionally*

- **biannual** adj. — *occurring twice a year*
- **biennial** adj. — *occurring every two years*

- **capital** n. — *the chief city of a country*
- **Capitol** n. — *the seat of the US Congress in Washington, DC*

- **complement** v. — *to add to*
- **compliment** v. — *to praise*

- **council** n. — *an assembly of persons*
- **counsel** v. — *to advise or to give advice*

- **desert** n. — *a hot sandy region*
- **desert** v. — *to abandon / to leave*
- **dessert** n. — *a usually sweet course of a meal served at the end of it*

- **device** n. — *a gadget*
- **devise** v. — *to design / to contrive*

- **emigrant** n. — *leaves a country*
- **immigrant** n. — *comes to a country*

- **fir** n. — *refers to an evergreen tree with needle-shaped leaves*
- **fur** n. — *refers to the soft, hairy coat of an animal or to a garment made of fur*

- **fission** *n.* — *the act or process of splitting into parts, the splitting of an unstable atomic nucleus into two or more nuclei*
- **fusion** *n.* — *the joining together of atomic nuclei, the act or process of melting together, union or blending of things*

- **intelligent** *adj.* — *clever / smart*
- **intelligible** *adj.* — *clear / easily understood*

- **lay (laid, laid)** *v.* — *to put something*
- **lie (lied, lied)** *v.* — *to make a false statement*
- **lie** *n.* — *a false statement*
- **lie (lay, lain)** *v.* — *to place oneself in a horizontal position*

- **loose** *adj.* — *not tight, not fixed*
- **lose** *v.* — *to be unsuccessful*

- **personal** *adj.* — *private*
- **personnel** *n.* — *staff; employees*

- **precede** *v.* — *to occur before*
- **proceed** *v.* — *to go on / to continue*

- **principal** *adj.* — *chief; first in order of importance*
- **principle** *n.* — *a basic truth, belief, or assumption*

- **quiet** *adj.* — *without noise*
- **quite** *adv.* — *rather / somewhat*

- **raise (raised, raised)** *v.* — *to lift / to elevate*
- **rise (rose, risen)** *v.* — *to ascend / to go up*

- **rational** *adj.* — *based on reason/ logic*
- **rationale** *n.* — *explanation of fundamental reason*

- **salon** *n.* — *1) a commercial establishment offering a product or service; 2) a gallery; 3) a periodical gathering of people*
- **saloon** *n.* — *a place where alcoholic drinks are sold and drunk; a tavern*

- **stationary** *adj.* — *fixed / not moving*
- **stationery** *n.* — *writing materials and office supplies*

- **suit** *n.* — *an outfit*
- **suite** *n.* — *set of rooms (as in a hotel)*

- **thorough** *adj.* — *complete adj.*
- **through** *prep.* — *via / by means of*

- **urban** *adj.* — *characteristic of a city or city life*
- **urbane** *adj.* — *polite*

- **vacation** *n.* — *holiday(s)*
- **vocation** *n.* — *profession; career*

- **Washington, D.C. / DC** — *the capital of the United States*
- **Washington / WA** — *a state in the Pacific Northwest region, USA*

- **whether** *conj.* — *introduces an alternative (possibility); means «if»*
- **weather** *n.* — *the state of the atmosphere*

WRITING FOR INTERNATIONAL AUDIENCES

"The emergence of a global language can influence the structure of other languages. There are no precedents in human history for what happens to languages, in such circumstances of rapid change. There has never been a time when so many nations were needing to talk to each other so much. There has never been a time when so many people wished to travel to so many places. There has never been such a strain placed on the conventional resources of translating and interpreting. Never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional few. And never has there been a more urgent need for a global language."

(David Crystal)

"Any fool can know. The point is to understand."

(Albert Einstein)

What kind of English should be used with global communication in mind? A possible answer to this challenge may be rooted in the realm of ethnic specificity. In other words, it is basically about cultural variation in discourse. It was Norwegian mathematician and sociologist Johan Galtung who first described four basic "intellectual styles" (ways of presenting thoughts in writing), i.e. "Saxonic", "Gallic", "Teutonic", and "Nipponic." Some time earlier the US linguist Robert Kaplan noticed similar phenomenon — cross-cultural differences in cultural thought patterns — English, Semitic, Russian, Romance and Oriental ones. Consider just one example: as a rule, the writings by Ukrainians and Russians employ a lot of digressions (with sentences beginning on one page and ending on another), which makes such writings barely readable for Anglo-American audience.

On the other hand, Dwight Atkinson in his paper "Writing and Culture in the Post-process Era," argues that whereas the culture concept has traditionally been used to investigate differences and cultural "purity," the current notion of culture takes into account continuity, universality and hybridity, as well as the full range of social and cultural contexts. We feel that the same holds true for non-native speakers of English.

So let us outline some basic ideas for communicating with international audiences in English in light of linguistic and culture specific issues. A quest for universality and overall comprehensibility of information has brought about the idea of "plain English," or crystal-clear language. Plain English can be broadly defined as writing that the intended audience can read, understand and act upon the first time they read it.

It emphasizes

- avoiding slang, jargon, idioms, as well as symbols and specific terminology;
- using international words (though some of them may actually be false cognates or "false friends" or "frenemies");
- employing the words that are easier to pronounce;
- using simple tenses;
- using simple, action verbs INSTEAD OF phrasal verbs and *be* verbs;
- keeping subject and verb close together;
- avoiding verbosity;
- writing succinctly;
- keeping negation to a "minimum necessary";
- adequately employing Active and Passive voice;
- using appropriate authorial voice;
- being culturally competent and cognizant.

Plain English takes into consideration both **design/layout** and **language**. It emphasizes avoiding clichés and jargon. For example, it suggests that we use "every day" instead of "on a daily basis", "conclusion" in place of "bottom line" etc. Also, when dealing with international audiences, expressing time becomes critical. Some countries use the *24 hour* clock, others use a.m. and p.m. Moreover, in Europe, the day ends at 24.00 and starts at 00 (which is, technically speaking, the same). In the US, 12:00 a.m. is the beginning of the day. By the way, when making

a hotel reservation, Ukrainians and Russians might speak of the number of "days", while in English the word "nights" is used. It is a good idea to use International Standard (ISO) for expressing time, for example: 17:30:00 (which is 5.30 p.m.). One more confusing thing is the date. The date 05/07/08, which could be put 05-07-13, 05.07.13, can mean "May 7, 2013" or "July 5, 2013." International standard (ISO) requires writing the name of the month and the year in full, e.g. 5 July 2013.

If you use terms, brand names and/or abbreviations — give clear definitions and thorough explanations upon introduction. It is generally preferable to use **"for example"** instead of "e.g.", **"jargon"** rather than "gobbledygook", **"excellent"** in place of "superb", **"before"** instead of "prior to", **"24 hours a day, 7 days a week"** rather than 24/7, **"to cancel/to postpone"** instead of "to call off"; **"to work really hard"** VS. "to burn midnight oil", **"bureaucracy"** instead of "red tape," **"why?"** rather than "how come?," and **"can"** instead of "has/have the ability to."

Another problem arises out of using translator's "false friends" (or "frenemies"). For example, in Ukrainian, the word "актуальний" is NOT rendered into English as "actual." "Actual" is translated as "фактичний"; "реальний," and "актуальний" is "timely", or "high priority." Similarly, "наукова актуальність" is "scientific relevance" or "timeliness." More examples: in Ukrainian, the word "aggressive" conveys only negative meaning of "hostile," "offensive." In English, however, "aggressive" can also mean — depending on context — "active," which is obviously positive appraisal. In English, "decade" means "10 years"; in Ukrainian, "декада" is "10 days". At this point, let us emphasize some more language issues, namely specific words and lexical bundles. First and foremost: the word "research" is never pluralized in English: **one research; a lot of research** (одне дослідження; багато досліджень). The word **"technique"** is rendered as "метод", but not "техніка". By "techniques" native speakers of English mean "methods", "procedures", "approaches" (the word "техніка" is translated as "technology"). More similar examples:

"humanities" or **"humanistic studies"** — "гуманітарні науки"

"human sciences" — "гуманітарні та соціальні науки"

"humane" — "гуманний"; "цивілізований"

"humanitarian" (прикметник) (help) — "гуманітарний"

"гуманітарна" (допомога)

"humanitarian" (іменник) — "гуманіст"

"annotation" — "короткий коментар" (у книгах)

"abstract", "summary" — "анотація"

"synopsis" — "автореферат дисертації"

"to be high on research agenda" /

"to show/to be of high scientific relevance" — "бути актуальним у науковому сенсі"

"to obtain/to get (research) results" — "отримувати результати наукових досліджень/наукового пошуку" (NOT *receive!*);

"challenge" — "складна задача/проблема, яку цікаво вирішити або розв'язати"; "виклик"; "випробування"

"it seems" — "очевидно"/"вочевидь"

"to consist of" — "складатися (і)з"

"to consist in" — "полягати у чомусь"

"regarding" / "in regard to" / "with regard to" / "as regards" /

"in this regard"; "as to"/ "as for"; "as far as ... is/are concerned"; "speaking of"; "considering";

"touching"; "when it comes to";

"in this respect"; "for that matter" — "стосовно"; "щодо; коли йдеться/ ідеться (про)";

"що стосується; у зв'язку (і)з"; "у зв'язку (і)з цим"

(NOT *"in connection with!"*);

"in (the) light of"; "from the perspective of"; "in view of";

"from the standpoint of"; "through the prism of"; "through the lens of" "з огляду на";

"на підставі"; "беручи до уваги"; "у світлі"; "з позиції";

"крізь призму"; "коли йдеться/ідеться (про)";

"feature(s)", "trait(s)"; "characteristic(s)"; "specificity"

"особливості" (NOT *peculiarities!*);

on the internet/Internet — "в інтернеті"/"в Інтернеті".

Attention should be paid to the following words that differ in meaning depending on context:

"since"

- 1) "з" (якогось часу) when used with time markers
(*since 2013/last year/then etc.*)
- 2) "тому, що"; "через те, що"; "позаяк"; "адже" ("because") when there are no time markers
(*I'm at a loss since I don't know what to do.*)

"to maintain"

- 1) "стверджувати"
- 2) "тримати," "підтримувати"

"to suggest"

- 1) "пропонувати"
- 2) "наводити на думку"

"to discover"

- 1) "робити відкриття"; "(уперше) відкривати," "винаходити"
(*"to pioneer"*)
- 2) "виявляти"; "знаходити" ("to find (out)," "to reveal")

"to appear"

- 1) "з'являтися"
- 2) "видаватися" ("to seem"; in the infinitive constructions)

"to challenge"

- 1) "кидати виклик" ("to throw down the gauntlet," "to dare")
- 2) "ставити під сумнів"; "не погоджуватися"
(*"to disagree," "to dissent," "to demur," "to object (to)," "to challenge"*)

"to argue"

- 1) "уважати," "гадати" ("to think" / "to believe")
- 2) "дискутувати" ("to dispute"; "to debate")
- 3) "сперечатися" ("to altercate;" "to quarrel")

"to argue for" — "дискутувати"; "висувати аргументи за"; "виступати за"

"to argue against" — "висувати аргументи проти", "бути/виступати проти."

"in fact,"

- 1) "фактично,"; "власне кажучи," (*"actually,"*)
- 2) "крім цього,"; "на додачу" (*"in addition"/"in addition to"*)
- 3) "насправді" (*маркує наступне заперечення*);
- 4) "а саме"; "тобто"; "себто" (*"namely"*)
- 5) "підсумовуючи(,)" ; "у (кінцевому) підсумку" (*"in conclusion(,)"*).

The readers need to **find information quickly**. They skim and scan the text *before* reading it. Thus it is necessary to facilitate **information decoding**. It is quite easy by employing several techniques. First, the text should be properly **structured** in a **clearcut, linear** manner. Sentences should be **short and effective**, making the text as consistent and lucid as possible. The old rule stating that **the new information comes first**, and then followed by an old one, still holds true.

Another useful point is employing extensive **clarifying, paraphrasing** and **exemplifying** when expressing ideas.

It is also important to **keep subject and verb close together**,

DO NOT USE:

The purpose of
this paper is to address ...

It is our conclusion that...

USE

This paper aims to address...
This paper addresses...

We conclude that

Also, start with a substantive subject:

she, he; the paper; the article; this issue etc.

DO NOT USE:

It seems that he knows it.
There are many points in this post.

USE:

He seems to know it.
This post has many good points.

Keep your document(s) **succinct**. Please **do NOT overwrite!** You should keep a document short. Limit yourself to discussing no more than three points at one time, and constantly focus on them. The sentences should be as short as possible (no more than approximately 27 words in one sentence). The eye scans about 50-70 characters at a time; this includes white space and punctuation. On the other hand, messages should **NOT be too brief** — they can become unclear and leave out crucial information. Remember what David Silverman said in his work "When Clarity is Not the Same as Brevity": "being brief is important but not at the risk of being misunderstood."

Overall, writing in English calls for **compression**, on the one hand, and **clarity**, on the other. A good way to **compress** writings is to use **the simple tenses** — the past, present or future. They're much clearer than the compound tenses — the past progressive, present progressive, or present perfect; things like: "I had been studying," "I had wanted to talk to you," or "We will have completed it by May." Sometimes you'll need a compound tense to capture an exact meaning. But don't use them unless you have to. To give a feeling of things happening in the sentence, use action verbs instead of *be* verbs. Action verbs appeal to the senses; especially the sense of sight, movement, energy. Cut out weak verbs, two-word phrases containing an "empty" verb like *make* or *do*, plus a noun, where one word would suffice. For example:

We made arrangements for a conference to be held in November.

A better option: We arranged for a conference to be held in November.

The **general rule** is: **one idea per sentence or paragraph**.

In **paragraphs**, express your **main point** in the **first** sentence. Then use strong and vivid supporting details. Appropriate **examples, emphasizing key ideas** by using **boldface, bulleted listings of items** (that should be parallel in structure) are important. Getting back to David Silverman and his another work "How to be Successful in Business Writing: Don't be Dickens," make the material "scannable." Like this:

Marketers direct the flow of goods and services from producers to consumers. *Marketers attempt to bring both the producers and the consumers together.*

- **Producers** are organizations that create goods and services.
- **Consumers** are those who buy and/or use goods and services for personal satisfaction.
- **Industrial buyers** are those who buy goods and services for business, rather than for personal use. (Peterson)

As William Strunk put it in his classic book "The elements of style", "vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts."

Consider the following **revision patterns to avoid verbosity**:

- eliminate "*that-phrases*" and also "*which-phrases*":
this is the issue ~~that~~ many people talk about
what I mean to say is ~~that~~ ...
the approach ~~that was~~ used — the used approach
~~that~~ we need more time is obvious
the ideas ~~which/that are~~ described
information ~~which has~~ indirect bearing on the issue-
information with indirect bearing on the issue
- revise "*there is/are phrases*"
~~there have been studied ...~~ we studied ...
- revise both of the above:
~~There have been~~ several long-run changes ~~that~~ have helped ...

- eliminate "empty phrases" like "as a matter of fact", "kind of,"
"you know"

- use adjectives or nouns as adjectives instead of of-phrases:
"laboratory equipment" instead of
"the equipment of the laboratory"

- avoid cumbersome (long and difficult to understand) sentences;

- note revisions like:

~~in order to~~

by ~~means of~~

for ~~the purpose of~~

~~prior to~~ before

~~if this is the case~~ — if so,

~~in the attempt to~~ — attempting

~~in response to~~ — responding

~~has/have the ability to~~ — can

~~for the solution of the problem~~ — to solve the problem /
for solving the problem

~~we made the analysis of~~ — we analyzed

~~in the event of~~ — if

X(s) is/are also discussed ~~in this article~~

~~as the methodology there is used the method of ..., the usage of which has~~
~~— allowed to reveal ...~~ the method of ... is used to reveal...

~~end~~ result

small ~~in size~~

~~a duration of~~ 3 days

~~basic~~ fundamentals

~~in an analysis,~~ they found

~~in such a manner~~ — so

~~in the form of~~ — as

~~by using~~ — with

the work ~~performed~~

the images ~~that represent~~ information —

the images representing information

can ~~result in reducing~~ — can reduce

~~is an illustration~~ — illustrates

may ~~well continue to be~~ — may remain

~~in this paper we describe~~ — the paper describes

X is needed ~~if one is~~ to ...

~~one can search it~~ in Google — it is searchable in Google

X ~~makes it possible for the~~ users to compose — X enables users to compose

~~It appears that it is~~ the presence of young children ~~that is~~ seems to be the most important factor

~~It is interesting to note~~ — Interestingly,

~~It is surprising~~ — Surprisingly,

~~It is more important~~ — More importantly,

~~But what is more serious is the fact that~~ — More seriously,

~~It is a good idea to solve~~ this problem. — This problem is worth solving.

When a sentence has **two or more negatives**, for example: "it's not that we are unaware of it" (instead of: "we are aware of it") the reader will often have to spend more time to figure it out. Used alone in a sentence, negative words (*no*; *not*; *nothing*; *unaware*) are usually fine: "That is not my cup of tea." In **warnings**, a negative may even be preferable:

"Do not use ..."; "Never ...".

But do not overdo it — don't add more negatives like:

I read this book not without interest.

Use: *I read this book with interest.*

The next point is using Active vs. Passive voice. The **Passive voice** is often used to create the so-called "**objectivity** effect"; to concentrate on the subject itself, especially in the language of science. In such cases, it is put in the very **beginning** of a sentence:

The models were developed from scratch.

Much has been written about various aspects related to standards and standardization.

This technology is widely used nowadays.

It can be concluded that the argument is valid.

It can also be used to "**hide**" the **agent** for some reason (say, the agent may be unknown, redundant, or ... someone to blame):

Potatoes are grown in almost every country.

English is spoken worldwide.

The message was misinterpreted.

It is also preferable to **use modal verbs** (specifically, *can, could, may, might*) **in passive constructions**, especially when writing about examples and conclusions:

A simple example can be used to illustrate the approach described here.

It could be concluded that this is less important.

The matter may be elucidated by further analysis.

Also, Polish linguist D. Lachowicz noticed that the so called "active" verbs (e.g. *conduct, connect*) are "neutralized" by Passive voice. On the contrary, "passive" verbs (e.g. *indicate, reveal*) tend to be used in Active voice.

One more point about Passive voice preference: it is widely used when **subject** is either **unimportant** (e.g. *the agenda was changed yesterday*) or **undesirable** (for some reasons) to mention (e.g. *authorization is required; the project was rejected; the document isn't filled out correctly*).

And, of course, there are cases when *only* Passive Voice is used:

I was born in September.

But **generally** it is preferable to use Active rather than Passive voice.

For example:

*Your order will be delivered
in 3 working days.*

We will deliver your order in 3 working days.

~~*As can be seen from table 7 ...
recently done research*~~

*Table 7 shows ...
recent research*

~~*In this paper it is analyzed ...*~~

we analyze ...

~~*There it is analyzed ...*~~

Again, there are cases when they may be used **interchangeably**, though in the examples that follow, the first version below is much less "human" than the other five:

It can/could be concluded...

One can conclude ...

I conclude ...

We conclude ...

You can conclude ...

The conclusion is...

When it comes to expressing **authorial voice**, let us note here that while it is natural to use explicit "I" in English, many other languages — for example, Slavic — consider it impolite. Therefore, it would be a safer bet to stick with universal pluralis auctoris — "we" — a case of coexistence of both. Another relevant point is "personalizing" discourse through various linguistic devices conveying "you and I" attitude. Here belong phrases like *let us/let's; (now) let's turn to; you could/may; (please) note; consider; think of* etc.

Now let's get to one more tricky point — **avoiding ambiguity**.

"I once shot an elephant in my pajamas. How he got in my pajams I'll never know." (Groucho Marx).

The following two examples prove that commas are never redundant:

Ask the members of the group to provide any punctuation necessary to the following seven-word sentence: "Woman without her man is a savage." The average male chauvinist will quickly respond that the sentence needs no punctuation. There will be a few pedants among the male chauvinists who will place balancing commas around the prepositional phrase: "Woman, without her man, is a savage". Grammatically, this is also correct. A feminist, however, and an occasional liberated man, will place a dash after "woman" and a comma after "her." Then we have "Woman — without her, man is a savage."

(R. Day).

Panda: eats shoots and leaves. VS. Panda: eats, shoots, and leaves.

So, generally, it's better to use an extra comma than to avoid one, though US writer James Thurber had once jokingly remarked that in the sentence *"After dinner, the men went into the living room."*, the comma was used to give the men time to push back their chairs and stand up.

Probably the best compilation of such cases comes from Jeff Gray's *"Collection of Ambiguous or Inconsistent/Incomplete Statements"*.

*Fine for Parking Here.
Bargain Basement Upstairs.
Illiterate? Write today for free help.
We do not tear your clothing with machinery. We do it carefully by hand.
Please wait for hostess to be seated.*

- **BUCHAREST HOTEL**
The lift is being fixed for the next day. During that time we regret that you will be unbearable.
- **BUDAPEST ZOO**
Please do not feed the animals. If you have any suitable food, give it to the guard on duty.
- **BANGKOK DRY CLEANER**
Drop your trousers here for best results.
- **ROME LAUNDRY**
Ladies, leave your clothes here and spend the afternoon having a good time.
- **PARIS HOTEL**
Please leave your values at the front desk.

On the other hand, ambiguous statements can be truly invaluable in some cases. Several gems of double meaning were created by Robert Thornton, a professor of economics at Lehigh University in Bethlehem, Pennsylvania. Thornton was frustrated about having to write letters of recommendation for people with dubious qualifications, so he put together an arsenal of statements that can be read two ways. He calls his collection the *Lexicon of Inconspicuously Ambiguous Recommendations*, or *LIAR*, for short. Some examples from *LIAR*:

*About a lazy person: "In my opinion, you will be very fortunate to get this person to work for you."
To describe an ex-employee who had problems getting along with fellow workers: "I am pleased to say that this candidate is a former colleague of mine".
To describe a person with lackluster credentials: "All in all, I cannot say enough good things about this candidate or recommend him too highly."*

In 1988, the MITRE Corporation of Bedford, Massachusetts (E.R. Buley, L.J. Moore, and M.F. Owess prepared a list of requirements to avoid ambiguities when preparing or reviewing a specification. The authors suggest to be careful with the following.

A CHECKLIST FOR FUZZY REQUIREMENTS

- *Incomplete lists ending with "etc.," "and/or," and "TBD."*
- *Vague words and phrases such as "generally," "normally," "to the greatest extent," and "where practicable."*
- *Implied certainty, flagged by words such as "always," "never," "all," or "every."*
- *Passive voice, such as "the counter is set." (By whom or what?)*
- *Every pronoun, particularly "it" or "its." Each should have an explicit and unmistakable reference.*
- *Comparatives, such as "earliest," "latest," "highest."*
- *Words and phrases that cannot be quantified, such as "flexible," "achievable," "efficient," "adequate," "minimum required," "minimum acceptable," "better," "higher," "faster," "less," "slower," "infrequent," "to the extent practicable," "where applicable."*

There are more issues to consider. Like tricky **culture specific** words and phrases. The words *challenge/challenging* (*challenging — needing the full use of one's abilities and effort; difficult, but in an interesting way; difficult but not impossible*) are frequently used in English instead of *difficulty/difficult*. However, it is sometimes advisable to explain the foreign audiences the true meaning of "challenge", emphasizing that it is basically about "difficulties" — the problems that challenge someone or something. The word "*interesting*" (which in English means "*important but somewhat unexpected or strange*"), in Slavic languages actually conveys not just "*so-so*", but much higher praise. To say nothing of "*technical assistance*", which actually means "*consulting*" only.

More examples, from *the Economist*:

What the British say: "Very interesting."
 What the British mean: "I don't agree/I don't believe you."
 What is understood: "They are impressed."

What the British say: "I hear what you say."
 What the British mean: "I disagree and do not want to discuss it any further."
 What is understood: "He accepts my point of view."

What the British say: "With the greatest respect."
 What the British mean: "I think you are wrong (or a fool)."
 What is understood: "He is listening to me."

What the British say: "Correct me if I'm wrong."
 What the British mean: "I know I'm right — please don't contradict me."
 What is understood: "Tell me what you think."

What the British say: "That's not bad."
 What the British mean: "That's good or very good."
 What is understood: "That's poor or mediocre."

What the British say: "Perhaps you would like to think about..."/
 "I would suggest..." /"It would be nice if..."
 What the British mean: "This is an order. Do it or be prepared to justify yourself..."
 What is understood: "Think about the idea, but do what you like."

What the British say: "Do as much as you think is justified."
 What the British mean: "Do it all."
 What is understood: "Do what you can."

What the British say: "Oh, by the way.../Incidentally ..."
 What the British mean: "The primary purpose of our discussion is..."
 What is understood: "This is not very important ..."

What the British say: "I was a bit disappointed that/It is a pity you..."
 What the British mean: "I am most upset."
 What is understood: "It doesn't really matter."

What the British say: "Could we consider some other options?"
 What the British mean: "I don't like your idea."
 What is understood: "They have not yet decided."

What the British say: "I'll bear it in mind."
 What the British mean: "I will do nothing about it."
 What is understood: "They will probably do it."

What the British say: "Please think about that some more."
 What the British mean: "It's a bad idea: don't do it."
 What is understood: "It's a good idea, keep developing it."

What the British say: "I'm sure it's my fault."
 What the British mean: "I know it is your fault, please apologize."
 What is understood: "It was somebody else's fault."

What the British say: "That is an original point of view."
 What the British mean: "You must be mad, or very silly."
 What is understood: "They like my ideas!"

What the British say: "I'm sure you'll get there eventually."
 What the British mean: "You don't stand a chance in hell"
 What is understood: "Keep on trying; they agree I'm on the right track."
<http://www.economist.com/node/21518456>

The readers of the above mentioned article provided their own examples of cross-cultural communication cases, like this one:

"Several years ago, I was a member of a sales team in the Israeli telecommunications equipment manufacturer where I was working. We made a presentation to British Telecom at their head-office in London, and after our chief engineer had described our technically-advanced new product, the head of the BT team stood up and said "I tend to agree that this could be a good solution for us." So on our return to Israel the chief engineer and I told our managing director that things were looking good. However, a couple of weeks later, our London office manager discovered that the BT team leader had in fact made a recommendation to his management categorically rejecting our product proposal. "I tend to agree" became a company joke, and its meaning was by then well understood by all."

Another useful point is knowing the correct meaning of certain **questions**, that only **look like questions**:

- | | |
|--|--|
| — How do you do? | very formal greeting |
| — How do you do? | (a more formal way to say "Hello") |
| — You haven't met Ann, have you? | introduction |
| — Could I see your papers/passports? | order |
| — Where do you think you're going? | (<i>implication</i> : don't go there) |
| — Do you mind? | (<i>implication</i> : please don't do it) |
| — Can I have some tea, please? | request |
| — Can I take this? | |
| — Do you think you could possibly help me out? | |

— Would you like some water?	<i>offer</i>
— Isn't it stuffy in here?	<i>criticism</i>
— You don't seem to know this fact, do you?	<i>inquiry</i>
— Do you mind if I asked my PhD students to attend the conference?	<i>asking permission</i>
— Why don't you go there?	<i>advice</i>
— Why don't we do it together?	<i>suggestion</i>
— Won't it be better for us to do it together?	
— How should I know?	<i>negation</i> (<i>implication: I don't know.</i>)

Native speakers of English are usually very polite. They follow **etiquette** and **netiquette** (*net etiquette, e-politeness*) rules. Taking into account **etiquette** issues is always important. In English, they are basically about:

- cushioning negative statements
It's not quite right.
- implying alternative approaches (yes... but...)
Complex? Yes, but fast and effective.
- using "diplomatic" language
It may or may not be a problem.
It depends. It's not necessarily good. Nor is it bad.
Unfortunately, the situation looks potentially unwinnable.
- asking a rhetorical question to attract the reader's attention
How does it work?
- trying to politely guess what the reader might be interested in:
Perhaps you're wondering... .
You may be asking yourself... .

In netiquette, the **main rule** is "be **concise** and **inoffensive**." But that's not the whole story.

Let's start with **user names**. User names for **professional** purposes usually contain the first name, the last name or a combination of both, for example alex.johnson@sample.com; or aljohn@sample.com. Sometimes a degree is also mentioned, e.g. dr_alex.johnson@sample.com. Such user names tend to be informational and formal, while names like coolcucumber007@sample.com; CandyGal@sample.com are overly emotional, informal, and project **no professional** aura. In general, it is preferable to use lower case characters and — possibly — the underscore to create an e-mail address.

Next comes **subject line**. Always **fill in the subject line**, and make it subject **specific** (like "One Idea for Your Study"). Add a word or two even to a RE: message (which might restate the topic of the received message or just say "RE: your message"). Subject line is as important as the message itself. As Lynn Gaertner-Johnston, US writing guru, put it, "If you are not sure what the subject is, you are not ready to send a message."

The **salutation** is often a problem, especially when you're addressing someone you don't already know. *Dear Sir or Dear Madam* — are cold and impersonal. Even if you're writing to a group of people, try to make it a little more personal. How to handle **first and last names** in a salutation? Use a **first name** in the salutation only if you **know** the person. Depending on the nature of the relationship, it's usually safe to let the other person use yours first in his or her opening — and then replying in the same way. The degree of formality differs, even in countries where English is the first language. British tend to be more formal than Americans. An alternative

to either **first** or **last name** — is using **both** together. For example: it's less formal than "*Dear Mr. Baker,*" but not as personal as "*Dear Ed.*" One thing you **don't** want to do is: **shortening** someone's name (*Bob* instead of *Robert*, *Bill* instead of *William*; *Steve* in place of *Steven*) unless they use that short form themselves.

It's always safe to **start off being formal** (*Dear Mr/Mrs/Ms*), and shifting to a more informal tone (*Dear Frank/Jane*) if the other person addresses **you** that way. But don't overdo it: when addressing a professor, choose (*Dear*) *professor Davis*, instead of *Ms Davis* or *Dear Ms Davis*. For informal messages, things like

Hi Bob, / Bob: / Dear Bob. / Dear Bob:

are fine. When addressing **a group**, use

Dear colleagues, Dear team members, or Dear all.

When choosing between *Hello* and *Good afternoon/evening/morning*, opt for *Hello* (or less formal *Hi / Hi there*).

Opening and closing paragraphs are the most important parts of a written message. The easiest way to start your message is to use something like *I'm writing to ...*. In e-mails, a warm greeting and especially a "**small talk**" line **before proceeding to business** is an important etiquette element:

Dear Mr. Green,

Thank you for renewing your membership for 2013. You know how important it is to stay up-to-date with cutting-edge technology breakthroughs.

Please take a moment to update or confirm the information in your technical interest profile. With this data, we can continue to send you timely information in your particular areas of interest.

The kind of **opening** depends a great deal on the kind of message.

If it's **good news**, put it upfront, **immediately**.

If it's **bad news**, locate it **further in the text**, and **start** the letter with some **point of common agreement**. Then present your **reasons**, **mention the bad news** (a refusal etc.), and **close with something positive**.

But no matter what your subject, if you want people to read your letter — start with something that **catches** them. For example:

It was a pleasure talking to you last week.

I know how busy you are.

The complimentary close is another uneasy area. Avoid formal, stiff, and stereotyped closings (like *Sincerely yours*). Better options:

With best/warmest wishes, / All the best, / My very best, / My thanks. /

Thanks very much. It really helps.

Some kind of **thanks** may be put either in closing, or in the very beginning of a message. Such thanks may vary from formal to informal:

Thank you very much/ever so much.

Thank you very much indeed.

Thanks a lot.

Many thanks. Many, many thanks. /

Thank you.

Thanks. Thanks for ...

Thanx.

More examples:

Thanks for the wonderful review. Keep them coming!

Many thanks for responding so fast.

Thank you for the opportunity to meet.

Thank you for investing your time in me. I appreciate it!

Thanks! I appreciate your ongoing support.

Thank you for thinking of me.

Yet conversely, "thanks anyway" or "anyway, thank you for..." (rendered in Ukrainian as "дякую у будь-якому разі — хоч(а) Ви й не допомогли") is normally used when someone has done something for you, yet it had been unsuccessful. In a text message or an email it could sound as negative or sarcastic ("You didn't really help, but thanks for trying"). On the other hand, if you say (NOT write!) it after saying something nice like "I appreciate the offer but I can't accept it right now. Thanks anyway." then "thanks anyway" is rather positive. It depends on the context, the tone, and the way it is said.

More helpful suggestions:

I was wondering if ...

~~I wonder~~ ...

I'm writing to...

~~"Having received your letter of..."~~

~~"I would like to take a few minutes of your time."~~

~~"I would like to take the opportunity to..."~~

I would like to ...

~~I want to...~~

I'm hoping ...

~~I hope...~~

I've attached ... / Attached is/are ... / Here is ...

~~I'm sending...~~

~~Please find attached...~~

Could you please take a look at

~~Can~~ you please take a look at ...

I would appreciate it if you could...

~~Can~~ you

I would appreciate any comments

/ suggestions / feedback.

Please let me know what you think.

~~Let me know~~

Do you think I am on the right track?

I'm having difficult time ...

~~I don't think~~ ...

~~I am unable~~ ...

~~I can't~~ ...

I was wondering if it would be possible ... ~~It is impossible...~~

I was wondering if I could
have a few extra days to ...

~~I need~~ ...

challenging task

~~I have a problem~~ ...

to better understand ...

~~I don't understand...~~

Thanks for taking a look.

~~Thanks anyway./~~

~~Anyway, thank you for...~~

Thanks a lot.

~~Thank you for your kind consideration.~~

Many thanks. / Many, many thanks.

~~Thank you for your understanding.~~

Thank you for / I will be grateful for
any help you can provide.

~~Thank you in advance~~

~~for your attention to this matter /~~

~~for any help you can provide.~~

~~*I will appreciate your help with this situation.*~~

~~*Please let me know if ... is possible.*~~

~~*Please contact me if I can help in any way.*~~

~~*If you have any questions, please call me. I'd like to be of help.*~~

~~*Best wishes, / Best regards, All the best,*~~

~~*Hoping to hear from you soon, Please reply...*~~

~~*I look forward / Looking forward to hearing from you soon.*~~

~~*Looking forward to your reply.*~~

~~*Sincerely(yours) / Yours sincerely Very sincerely yours, Truly yours, / Yours truly,*~~

More suggestions for writing effective e-mails:

- use a **blank line between paragraphs**, and follow the rule: **one idea per paragraph**;
- use **you** and **your** more than **I** or **me**; avoid making **I** the first word in a message (this is called the **you-attitude**)
- **never send blank messages**, especially those with attachments;
- **never send** important business emails on **Friday** afternoon or on **weekends**;
- always **proofread** your messages.

Finally, it seems like a good idea to avoid cultural references such as politics (including some historical events and historical figures), religion, and money. The same holds true for humor, idioms, word play. But that doesn't alter the fact that some internationally recognizable idioms should be used in a proper context, e.g. "salt of the earth," "to iron out (matters)" etc. For example:

The rapid pace of technology and its importance to our economy requires that we rebalance our federal R&D portfolio to support our most urgent priorities... We find ourselves at a crossroads in history — operating within a new economy — and we'd better roll up our sleeves and get busy. (Perlman).

All of the above leads us to believe that addressing *any* audience, including international, is about avoiding miscommunication, and making the message clear, easily understandable and comprehensible by any person in any country of the world. Simply put, it is about "localizing the international and internationalizing the local." The key is to finally persuade the readers — in a friendly manner, but, in the first place, to make the audience feel good, to "humanize" the communication itself.

ON ARGUMENTATIVE ESSAYS

“Start strong, finish strong.”
(Charles Euchner)

“The paragraph is a mini-essay; it is also a maxi-sentence.”
(Donald Hall)

Let’s start with one of the most **important traits of essay writing**. It should:

- **be clear** (logically structured, precise, and concise)
- **be analytical**
(explaining and evaluating possible answers to a question, and choosing the best answer)
- **be informative**
(with possible answers to a question, preferably based on new information)
- **be persuasive** (convincing the readers using reason and evidence)
- **catch and keep the reader’s attention**

Essays should have:

- **introduction**, that
 - catches attention
 - provides background
 - has thesis statement
- **body** (paragraphs support the thesis statement)
- **conclusion** (summarizes and paraphrases the thesis statement).

The writer should:

- ✓ **keep on the topic** (no digressions)
- ✓ **read the task** carefully
- ✓ **analyze the question**: it’s very important not to misread the essay question (key words are the clue!)

So before writing any essay, it is important **to understand its task**:

- *discuss* – give opinion on a subject (your own and those of other authors; give information and evidence on specific aspects of the topic);
- *analyze* – break the subject into parts and show how they relate to each other and to other subjects;
- *examine* – similar to “analyse”, with a little more emphasis on judgment/appraisal;
- *argue* – systematically support or reject a position by providing evidence;
- *define* – provide definitions (see ways of doing so in the table below)
- *categorize* – classify or group things;

- *explain* – interpret meanings clearly by analysing events or systems, give reasons, describe how things develop – the focus is on the “*how*” and “*why*” of an issue, NOT so much on evaluation or criticism;
- *comment* – express a view or interpretation of a statement contained in the question/task;
- *support* your view with argument and/or experience;
- *compare* – express similarities between two or more objects, systems, ideas or arguments;
- *contrast* – demonstrate differences between two or more objects, systems, ideas or arguments;
- *criticise* – make judgments, favourable and/or unfavourable, using fair argument and balanced evidence;
- *evaluate* – make judgments using argument, opinion and evidence; it’s similar to “criticize,” but places more emphasis on quality issues;
- *enumerate* – present material as a list or an outline, usually without comment(s);
- *illustrate* – use figure, picture, diagram or concrete example to explain/clarify a problem;
- *outline* – a systematic listing of information or argument giving main points and subordinate points in order, omitting details.
- *review* – examine a subject critically, deal with a number of explanations or theories; list and relate a series of events that are being used as evidence for a theory;
- *summarise* – give a brief statement or account that covers the main points in sequence; without critical comments.

There are various ways to **structure your ideas**, and this will depend on the question. You can list your ideas in the following ways:

- **known to unknown**
 - ✓ provide new information based on what readers already know
- **order of importance or priority**
 - ✓ most significant to least important or vice versa
- **logical order or causality**
 - ✓ A causes/leads to B causes/leads to C...
- **comparison/contrast** to look at the similarities and differences
- **general to specific:**
 - ✓ general statement followed by details and examples or
 - ✓ global to specific or vice versa
 - ✓ big picture to small picture
 - ✓ abstract to concrete, like specific application examples
- **specific to general:**
 - ✓ details and examples are followed by a generalization
- **chronological order** by time or stages/phases

The umbrella term “essay” covers several types of such writings:

ESSAYS

<i>narrative</i>	<i>explanatory</i>	<i>5-paragraph argumentative</i>	<i>expository</i>	<i>argumentative analytical</i>
<ul style="list-style-type: none"> • tell a story full of action and excitement <p>✓ <i>start from the past, then return to the present moment</i></p>	<ul style="list-style-type: none"> • explain ideas • inform • describe create a vivid picture • give examples to illustrate the point <p>✓ <i>give the reader a balanced account of a subject</i></p> <p>✓ <i>use neutral, objective tone</i></p>	<ul style="list-style-type: none"> • discuss advantage(s) and disadvantage(s) • give pros and cons • agree/disagree • express preference <p>✓ <i>convince the reader of the validity of your point of view</i></p> <p>✓ <i>express your opinion</i></p> <p>✓ <i>appeal to the reader’s logic rather than emotion</i></p> <p>✓ <i>clearly state your position;</i></p> <p>✓ <i>begin by making points that support your position, then present and refute opposing argument (or refute possible opposing arguments after each supporting argument)</i></p> <p>✓ <i>distance your own voice from the opposing argument(s)</i></p> <p>USE: <i>On the one hand... on the other hand... . However,.... It has been argued that... . Several authors point out... .</i></p>	<ul style="list-style-type: none"> • explain (give cause and effect) • categorize, classify or group together objects that have the same characteristics • define (give definitions via: <ul style="list-style-type: none"> ▪ simple definition (<i>X is Y</i>) ▪ classification (<i>several types of X...</i>) ▪ comparison and contrast (<i>X is not Z</i>) <p>✓ <i>expositions contain an argument</i></p>	<ul style="list-style-type: none"> • examine and evaluate information • compare and contrast <i>state the similarities between the objects</i> or <i>describe the first object, then move to the next one</i> <p>✓ <i>what</i></p> <p>✓ <i>where</i></p> <p>✓ <i>when</i></p> <p>✓ <i>why</i></p> <p>✓ <i>how</i></p>

Narrative and explanatory essays do NOT call for critical analysis, while argumentative and expository essays require critical analysis. By critical analysis we do NOT mean expressing some negative points, but rather considering all sides of the argument.

Allyson Skene suggested a broader classification of academic essays based on educational level criterion:

High School Essays	University-Level Essays
Topic often broad or general.	In-depth analysis of focused topic.
Thesis must be stated in one sentence.	Thesis indicates that the essay will explain and give evidence for its claims, but has no specific length.
Five-paragraph essay with three main points.	No fixed format; the number of paragraphs depends on the argument.

Now let's concentrate on *argumentative* essays *per se*. We will also call them persuasive, or argumentative/persuasive essays since *argumentation* is all about *persuasion*. And persuasion, in turn, is about *influencing* other people so that they'll see us as credible and trustworthy.

Persuasion could be achieved by employing three elements that Aristotle had discovered many years ago. They are: *logos* (logical proof), *ethos* (author's reputation) and *pathos* (feelings involved). Such approach still remains viable and valuable today, because it helps us to create the mental balance between emotion and logic.

But, most importantly, for effective argumentation, one needs to have complete understanding of the subject matter and principles of *critical thinking*. That involves, among other things, discerning *fact(s)* vs. *opinion(s)*, recognizing *logical fallacies*, *pseudo-argumentation*, *prejudice*, *bias*, and *manipulation*.

Critical thinking skills are necessary for critical writing. According to Linda Elder and Richard Paul:

- ✓ We are always making **observations**.
- ✓ From our observations we establish **facts**.
- ✓ From facts we draw **inferences**.
- ✓ From our inferences we make **assumptions**.
- ✓ We use our observations, facts, inferences and assumptions to form our **opinions**.
- ✓ We then create **arguments to defend our opinions**.
- ✓ We use *analysis* to **critique** (that is, **to analyze and evaluate** in a detailed and analytical way) our own and other people's observations, facts, inferences, assumptions, opinions, and arguments.

Allyson Skene notes that every argument consists of premises and a conclusion. The premises are particular statements that provide the reasons or evidence supporting the conclusion. *An argument is an effort to justify a particular conclusion*. The justification should be strong enough to persuade others that the conclusion is the correct one.

G. Randolph Mayes notes the difference between arguments and explanations is to think of them as answering two different questions:

An *argument* answers the question: *How* do you know?

An *explanation* answers the question: *Why* is that so?

Ursula Windate points out other mistakes frequently encountered in low achieving essays:

- ✓ **lack of criticality or analysis**
 - ❖ ineffective use of sources
 - ❖ lengthy reports of the literature without discussion
 - ❖ reproducing ideas instead of discussing them
- ✓ **lack of structure and progression** towards a meaningful conclusion (essay looks like a list of unrelated points, there is no progressing)
- ✓ **inconsistent and insufficient argumentation**
- ✓ **obscure, vague language.**

One more frequent mistake is

- ✓ the **inability to link data and claims** (authors present insufficient evidence for their claims: the data and argument of the manuscript are at cross-purposes with each other).

Perhaps the most effective and comprehensive model of argumentation was suggested by Stephen Toulmin. This model should definitely be taught to students to overcome the drawbacks mentioned above. Toulmin argues that a good argument needs good justification for a claim. In “The Uses of Argument,” he suggests the following components for analyzing arguments:

- ✓ **obligatory:**
 - *Claim* (thesis statement)
 - *Grounds* (facts, evidence, data that answer the question “why?”)
 - *Warrant* (implicit connection between the claim and the ground, or why the evidence supports the claim)
- ✓ **additional:**
 - *Backing* (extra proof)
 - *Rebuttal/Reservation* (counter-arguments and counter-examples)
 - *Qualifier* (linguistic devices conveying various degrees of certainty and possibility).

Maralee Harrell emphasizes the structure of the argument, the importance of identifying author’s claims, premises, sub-conclusions and the main conclusion, missing and implied conclusions, as well as and implied premises.

Now let’s proceed with essential *elements* of the argumentative essays.

ARGUMENTATIVE ESSAYS' PARTS

<p>I N T R O D U C T I O N</p>	<ul style="list-style-type: none"> ✓ start with a “hook” ✓ main (thesis,topic) sentence is the “roadmap” of the essay ✓ provide background or context (why is it important?) ✓ sentences should be logically connected 	<p>a “hook” may be</p> <ul style="list-style-type: none"> ▪ a famous quote (but NOT a long one!) ▪ a definition ▪ a little known or striking fact ▪ statistics ▪ a rhetorical question ▪ a joke ▪ a statement which stresses the importance of the topic ▪ contradiction – someone else’s opinion (opposite of yours) <p>✓ thesis statement is NOT a fact, it’s the author’s specific opinion</p>
<p>B O D Y</p>	<ul style="list-style-type: none"> ✓ each paragraph has only one thesis statement (one point of view) ✓ every paragraph sufficiently supports thesis statement, explains “why” and “how” ✓ the first paragraph should tell us a <i>pro</i> (on the one hand,...) and the second a <i>con</i> (on the other hand, ...) ✓ the second paragraph should state something of greater significance (more importantly, ...) ✓ when stating <i>pros</i> and <i>cons</i>, state <i>cons</i> in a paragraph right before the conclusions ✓ link data and claims! ✓ sentences in paragraphs should be logically connected ✓ mix short and long sentences ✓ avoid obscure, vague language ✓ avoid diverting from the topic (NO digressions!) ✓ do NOT use phrases undermining author’s credibility (If I’m not mistaken, ... I’m not an expert in ...) ✓ NO repetition of ideas! 	<ul style="list-style-type: none"> ▪ a brief definition may belong in the introduction, but a more detailed one belongs in the first paragraph after the introduction ▪ paragraph structure: <ul style="list-style-type: none"> ○ topic sentence –support sentences; ○ general to specific to more specific statements or ○ specific to general or ○ known to unknown or ○ least important to most important ▪ each sentence should clearly relate to the one before it. USE: <ul style="list-style-type: none"> ✓ synonyms to restate ideas ✓ logical connectors (discourse markers): <p>of succession: First, / To start / First of all / To begin with ... ; Second,... Finally...;</p> <p>Most importantly, ...;</p> <p>forecasting statements: (Now) let’s turn to.../take a look at...</p> <p>to state pros and cons: on the one hand,... on the other hand,...</p> <p>to show the result: therefore, thus, consequently, as a result,</p> <p>to show contrast with the previous idea (and/or to point out the main idea!): however, on the other hand...; nevertheless, although; though; despite; in spite of; not so with... ; (yet) conversely; in contrast; unlike...; not so with ...; it turns out (that)...</p> <p>to give an example of the previous idea: for example, for instance, to illustrate</p> <p>to add a more important idea: more importantly, what’s more</p> <p>to add another idea: in addition, furthermore, also, moreover, what’s more</p> <p>to emphasize an idea – in fact, in particular</p>
<p>C O N C L U S I O N</p>	<ul style="list-style-type: none"> ✓ summarize thesis statement ✓ NO new and detailed information! ✓ sentences are logically connected. ✓ show importance of the topic ✓ write effective closing statement ✓ show the significance of your findings 	<ul style="list-style-type: none"> ✓ paraphrase and summarise the main argument of the essay ✓ the conclusion is a general statement ✓ make a final strong comment on the topic (“wow statement”) <ul style="list-style-type: none"> ○ end with the significance of your point ○ relate your conclusion to the hook sentence(s) from the introduction ○ end with a prediction or a recommendation

Some brilliant ideas for writing effective essays were suggested by Charles Euchner:

- ✓ the golden rule for sentences and paragraphs: “**start strong, finish strong**”;
- ✓ “**climb the arch**”: make sure each paragraph takes the reader to higher and higher ideas; with each line, reveal something new, something more important; save the strongest argument for last (finish with your strongest argument);
- ✓ **preview the next paragraph to ensure smooth transition**;
- ✓ give every sentence **action**, try **NOT** to use the verbs “*to be*” and “*to have*” (especially in passive constructions), replace them with verbs that convey action (e.g. instead of *She had an impressive library* say: *She had accumulated an impressive library*)
- ✓ **mix short and long sentences** (in the so-called “Ernest Hemingway style”), make some sentences more complicated (to explain more complex ideas).

Let us add more useful hints:

- ✓ **keep subject and verb close together**
- ✓ **prefer verbs and gerunds** to nouns
(instead of “*the meaning of ...*” say: “*this means...*”;
in place of “*productivity improvement through the prioritization of service delivery*” say “*improving productivity through prioritizing service delivery.*”)

And some more points from Lynn Gaertner Johnstone:

- ✓ one purpose per message.
- ✓ one idea per paragraph.
- ✓ one idea per sentence.

A **paragraph** is the heart of an essay.

The essential **parts of the paragraph** are:

- (1) topic sentence,
- (2) supporting details (like pros – (and/or cons),
- (3) concluding sentence (optional),
- (4) transition word(s) or sentence.

How long should a paragraph be? If you forget everything else about writing, remember this: **a page should have at least three paragraphs.**

Break up your material into manageable chunks, and maintain the thread – the smooth flow of information between paragraphs. Do NOT jump from one topic to another. Think of links in a chain; each link connecting one sentence to the next, or one paragraph to the next with the help of:

- ✓ forecasting statements (like rhetorical questions)
- ✓ repetition of a key noun (synonyms, pronouns)
- ✓ discourse markers or logical connectors.

At this point, let us have a look at the sample argumentative essay. Its paragraphs compare **two main ideas – managers and leaders**. We’ve underlined the first topic (managers) and boldfaced the second (**leaders**). As you can see, most of the paragraphs are joined by a simple repetition of the two key terms. However, paragraph 2 connects to the next one with a forecasting statement (“*Let’s take a look at the difference...*”). And paragraph 4 is being smoothly developed – with all the sentences logically connected – thanks to a rhetorical question (“*But what are the traits of a leader?*”). The **dotted line in the introduction and in the conclusion indicates restating the main idea**. We have also marked logical connectors and synonyms.

The **opening has a “hook”** and the **final lines sound rather strong**. All in all, not much variety. But it works – **the paragraphs hold together** pretty well.

Good Manager or Great Leader?

Managers or leaders? Does it really matter? Good managers contribute to the success of the company by using their “positional power” to direct, supervise and manage the resources of an organization. A leader has a much more complex role – they inspire and influence people so that a company’s vision can be achieved. The competitive and global nature of today's business environment forces organizations to make the most of their assets, their resources and their people. Otherwise they start to fall behind their competitors.

With that in mind, let’s take a look at the differences between managers and leaders. We’ll start by comparing their definitions. A manager is someone who is responsible for managing someone else in a company or business, someone who controls resources and expenditures. A **leader** is the person who makes decisions that other people choose to follow or obey, a person who guides or inspires others. The major difference between the two is that a manager is a person that achieves company objectives through the actions and efforts of their subordinates.

This example implies that managers belong to a formal organization structure and their power is based on their position. In other words, the organizational position defines the manager’s power and the influence they have over their subordinates is based on their company position. Managers provide a link between business objectives and the employee’s efforts. One way of being an effective link is to communicate the department’s mission to their staff. This allows the employees see how their department and personal objectives support and contribute to the bigger picture. A good manager also needs to be able to evaluate their subordinates’ skills, knowledge and abilities. This talent gives them the ability to assign tasks and responsibilities to the appropriate team member so department objectives can be achieved successfully. Although managers have many other responsibilities like assigning resources, handling grievances, solving problems, and writing reports – let’s focus on those things that affect people. The best managers are “people” persons and they realize that each and every person has a role to play within their department. And how do you become a good manager? Experience and training are important factors in developing management skills, but personal motivation also plays a key role. Self-development is one of the strongest tools a person has to improve their management skills.

So what's the difference between a manager and a leader? Will a good manager naturally evolve into a great **leader**? Unfortunately, some people believe that **leaders** are born and not developed, but I disagree. Given enough motivation, a desire to improve and a willingness to help their fellow man - every person has the ability to become a **leader.** But what are the traits of a **leader**? To start with, **leaders** apply the same practices that good managers use, but what sets them apart is their caring attitude. In addition to providing feedback, they also listen to what their subordinates say and they take the time to discover the underlying issues. They help employees solve their own problems by providing an environment where people know they are accepted. Leaders also demonstrate their commitment in both words and deeds because it takes a long time for people to hear, understand and believe in what a **leader** says. The trust a **leader** demonstrates in his staff builds the employees’ motivation and commitment. Great **leaders** also have a knack for building teams by setting realistic goals, providing guidance and feedback and empowering the team to do its best.

Leaders practice the five “Ls” – they look, they listen, they learn, they lead and they laugh with their team! These are the traits that inspire people to do their best. By doing so, they gain the respect and support of their staff. Good leadership skills make people want to achieve their very best rather than just meeting a day-to-day objective. In fact, a **leader** that is honorable and trustworthy will always “Do the Right Thing,” and their staff will willingly follow them anywhere!

There is no lack of useful online writing resources.
We recommend the following:

Harvard College Writing Center

<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

<http://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

The University of Manchester Academic Phrasebank

<http://www.phrasebank.manchester.ac.uk/>

Purdue OWL (Online Writing Lab)

<https://owl.english.purdue.edu/owl/>

University of Leicester Writing Resources

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/science>

To probe further

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Euchner C. (2012) Sentences and Paragraphs: Mastering the Two Most Important Units of Writing

Gaertner-Johnston L. (2013) Business Writing with Heart: How to Build Great Work Relationships One Message at a Time. – Syntax Training

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USEFUL CONVERSATIONAL PHRASES

- **Interrupting politely.**

*I'm sorry, I have a question.
Could I ask a question?*

- **Asking for opinions**

*What do you think?
What's your opinion?
What are your ideas?
Do you have any thoughts on that?
How do you feel about that?*

- **Giving opinions**

*I think, ... / I believe (that) ... / I guess...
In my opinion, ...*

Yes, definitely.

Sure. *Certainly. I agree.*

*I'm afraid that's **not** quite right.*

*This is **not my cup of tea.** (Actually, I don't like it.)*

Both yes and no.

It's hard to say.

Perhaps. / Probably. / Maybe. May be not.

*I'm **not sure** (of it).*

It depends.

In a way. / In a sense. / In some sense.

Fifty-fifty.

- **Asking for more information/details**

Yes, but... . / I understand this, but could you explain... .

Yes, and... .

Can you give me an example of this?

Can you explain... ? / Can you tell me why...?

What do you mean by that? / What do you mean by...?

In other words,

Do you have any questions?

I wonder... / I was wondering...

- **Talking about likes and dislikes, expressing preferences**

I would rather ... than

I prefer X to Y.

- **Good and bad news:**

- I just got a promotion.

- Oh really? That's great!

- **Explaining**

Can you explain . . .

Can you tell me why . . .

Why . . . ?

- **Complimenting and showing appreciation**

(good, great, wonderful, awesome; fantastic; terrific)

Good idea. / Good point.

You have a good sense of humor.

He's got a great personality.

You gave an excellent speech.

Your car is nice.

You have a beautiful home.

- Michael, your English is improving. I'm pleased with your work.

- Thank you. I've learned a lot.

- I can see that. Well done! Keep up the good job!

- I'll try. You are a very good teacher. You've helped me a lot.

- **Showing that you understand**

Oh, sure.

No problem.

All right.

I understand. / Got it. / I see. / Clear.

or don't understand

(I'm afraid) I don't understand. / I have no idea/clue.

Well... I'm not sure.

Could you talk more slowly?

Could you say that again?

- **Requesting**

Informal

Please . . .

Can I have some water, please?

Would you ... ?

Could you ... ?

Would you please ... ?

Could you possibly ... ?

Would you mind (opening the window, please) ?

Could you do me a favor?

Formal

Could I ask you to ... ?

Would you mind if I asked you to... ?

Would you be so kind as to...?

▪ **Offers**

Let me help you.

Would you like me to... (do it/ help you)?

May I...? / Can I...? / Could I...?

Why don't we...?

- How about a glass of water?

➤ *Yes, please.*

- Would you like some tea?

➤ *No, thank you.*

- Can I get you something?

- No. Thanks anyway.

▪ **Invitations**

Definite

Can you come to my house for dinner Saturday night?

Would you like to go out to dinner and the movies?

Are you free to come over Saturday morning?

Indefinite

Let's get together sometime.

We really should have lunch soon.

Why don't we get together one of these days?

Accepting Invitations

Yes, I'd really like that/to come. Thanks for inviting me.

That sounds nice.

Sure. I can come. (informal)

Great. I'll be there. (very informal)

Declining invitations

No, I'm sorry. I'm busy that day. / No, I'm not free the. Sorry.

Thanks. I already have plans.

I can't make it.

Delaying an answer

I'm not sure about that day yet.

Let me check my calendar. I'll let you know as soon as I can.

- **Closing the conversation**

It's been great talking to you.

I really enjoyed meeting you.

I'm sorry, but I have to go now.

I'm afraid I have to leave now.

How do I get in touch with you?

How can I reach/contact you?

I'll give you a call.

I'll send you an email.

I look forward to seeing you again.

See you next week.

Let's keep in touch by email.

- **Telephone English**

Hello, this is May I speak to ...?

I'd like to make an appointment to see Mr./Ms./Mrs.... .

I'm calling about

He/She is not in right now. / He/She is out.

Could I leave a message?

Could you call me back?

Does she/he have your number?

I'll try to call back.

See also:

<https://www.allearsenglish.com/aee-100-top-100-used-phrases-english-conversation/>

<http://www.ihbristol.com/useful-english-expressions>

<http://www.eslgold.com/speaking/phrases.html>

<https://www.englishclub.com/>

<http://www.elllo.org/>

SMS LINGO

● letters, figures, and symbols represent words or parts of words:

r — are; -er	tho — though
u — you	1 — one
y — why	2 — to; too; two
b — be	4 — for; four
c — see; sea	8 — eight; -ate; -ait
@ — at	

● several letters replacing a word:

ez — *easy* (z can be pronounced as "zed" OR "zee")

plz — *please*

● abbreviations (pronounced as separate letters):

asap / A.S.A.P. (*as soon as possible*) — якомога скоріше

brb (will) be right back) -незабаром повернуся

btw (*by the way*) — між іншим; до речі

cu (c-u: *see you*) — побачимося

GN (*good night*) — (на) добраніч

GL (*good luck*) — хай щастить

IMHO/imho (*in my humble opinion*) — на мою скромну думку

lol (*laughing out loud*) сміюся

OMG (*Oh my God*) — О, Боже

pcm — (*please call me*) — будь ласка, зателефонуй(те) мені

ruok — (*are you ok? : r/are -u /you — OK*) — У Вас усе гаразд?

JK — (*just kidding*) — жарт(ую)

IDK — (*I don't know*) — не знаю

TBA (*to be announced*) — буде повідомлено

TBD — (*to be defined*) — (досі) невизначений; потребує уточнення

TL; DR (*too long, didn't read*) — дуже довгий текст, не читав (рос. много букв, не осилил)

THNX (*thanks*) дякую

Ty (vm) (*Thank you very much*) — (дуже) дякую

YAW (*you are welcome*) — прошу; нема за що

● acronyms (pronounced as words):

HAND (*have a nice day*) — бажаю Вам гарного дня

KISS (*keep it simple, stupid*) — а можна простіше?

● letters and figures hybrids:

2day (*to / day*) — сьогодні

gr8 (*great: gr+eat*) — чудово

l8 (*late: l+ate*) — пізно

l8r (*late: l+ate+r (er)*) — пізніше

w8 (*wait: w+-ait*) — зачекай(те)

B4 (*before: b+four*) — до

4u (*for you*) — для Вас; для тебе

4get (*forget: for+get*) — забудь

some1 (*someone: some+one*) — хтось

● various pictograms, smilies, emoticons:

:)	:~)	:]	☺	— посмішка
:D	=D			— широка усмішка; сміх
:(:[☹		— невдоволення; похмурий вираз обличчя
;))	;-)			— підморгування; саркастичний коментар
:\				— вагання
@>--;				— троянда
<3				— кохання, любов
</3				— розбите серце

HOXO (*hugs and kisses* — літери X та O візуально нагадують поцілунок та обійми) — обіймаю, цілую

COMMON LOGICAL CONNECTORS

Logical connectors are very important.
Mind that some logical connectors may belong to more than one category – depending on the context and the speaker's intention.

ADDITIONAL INFORMATION

<p>and also too, as well as well as and so ... X теж/також</p>	<p>John likes physics and also chemistry. Джон любить фізику, а також хімію. Alan likes physics, too. Алану також подобається фізика. Alan likes physics as well as John. Alan likes physics and so does John. I do too. Алану, як і Джону, подобається фізика. <u>І мені теж</u>.</p>
<p>either neither також (ні)</p>	<p>Peter doesn't like astronomy. Paul doesn't like it, either. Пітерові не подобається астрономія. Полу також. She doesn't like it. Neither do I. Їй це не подобається. Мені також.</p>
<p>neither... nor... either... or... ані ... ані або ... або ні</p>	<p>Neither Peter, nor Paul likes astronomy. Ані Пітер, ані Пол не люблять астрономію We're either late or not. Ми або спізнилися, або ні.</p>
<p>in addition, additionally, moreover what is more further / furthermore besides / in fact / plus до того ж, / окрім (цього)</p>	<p>The procedures in question can be used in physics. Moreover, In addition, some of them can be used in astronomy. Besides, Методи, що розглядаються, можуть використовуватися у фізиці. До того ж (окрім цього), деякі з них можна застосувати й в астрономії.</p>
<p>both ... and як ..., так і ... а також</p>	<p>The course gives both general introduction to computers and provides practical experience. Курс надає (як) загальну інформацію про комп'ютери, (так і) а також уможливорює набуття практичного досвіду.</p>
<p>not only ... but also не тільки, але й together with, along with alongside разом із, поруч</p>	<p>The method is not only reliable, but also accurate. Цей метод не лише надійний, але й точний.</p>
<p>another, one more, a second ще один</p>	<p>This problem together with along with alongside the mentioned above, is of prime importance. Ця проблема, разом з зазначеними вище, є надзвичайно важливою.</p>
<p>the next (step/thing) наступний (крок/момент/етап) the final (step/thing) останній (крок/момент/етап)</p>	<p>Another question is to be answered promptly. Треба швидко дати відповідь ще на одне питання.</p>
<p>to say nothing of not to mention не кажучи вже про</p>	<p>The next step is to make an experiment. Наступний крок — зробити експеримент.</p>
<p>*the listing goes on перелік можна продовжити *in order to supplement, ... (для того,) щоб/аби додати/доповнити</p>	<p>Word processors are very useful — they can help writers rearrange word order, not to mention checking spelling. Текстові редактори дуже корисні — за їхньою допомогою можна змінити порядок слів, не кажучи вже про виправлення помилок.</p>

PURPOSE

to
in order to
in order that
so that
для того, щоб / аби / задля

We've done it **to** save time.

in order to

Ми зробили це для того, щоб зекономити час.

I am writing this example **so that** I can explain the usage of “in order to” and “so that”. Я пишу цей приклад, аби пояснити вживання “in order to” та “so that”.

for (за)для
for ... to щоб / аби

They used this technique **for** convenience.
Вони використали цей метод для зручності.

for the purpose of
with the aim of
for the sake of
for the reason of
in behalf of
with the view of
з метою / заради
(за)для

It will be useful **for** you **to** know how to operate the device.
Вам буде корисно знати, як користуватися приладом.

You should not miss this opportunity **for the reason of**
in behalf of
for the sake of

your future.

Ви не повинні втрачати таку можливість заради вашого майбутнього.

lest
щоб не / аби не

Write down the number **lest** you forget it.
Запишіть номер, щоб/аби не забути його.

SUMMARY

to sum up,
in summary,
summing it (all) up,
in sum,
to summarize,
to conclude,
in conclusion,
it could be concluded (that)
***to wrap up,**
підсумовуючи (.)

In summary,
Summing it up,
In conclusion,
To summarize,

the findings of the research to date suggest that not all answers have been found.

Підсумовуючи результати дослідження, можна сказати, що знайдено ще не всі відповіді на запитання.

on the whole,
all in all,
in general,
generally speaking,
загалом, / у цілому,

On the whole,
In general,
All in all,

the new approach can be beneficial in several ways.

Загалом, новий підхід може бути корисним з декількох точок зору.

in brief,
briefly,
in short,
in a word,
***in a nutshell,**
коротко кажучи,

In brief,
In a word,
In a nutshell,

we had to start it all over again.

Коротко кажучи, треба було починати все знову.

CONTRAST

<p>but yet (,) however (,) nevertheless / nonetheless still (,) але / зате / (а) проте однак / одначе</p>	<p>Human soon will be able to travel through space. However But Still he will never be able to conquer it. Nevertheless Людина скоро зможе подорожувати у космічному просторі. Однак (але) вона ніколи не зможе його підкорити.</p>
<p>on the one hand ... з одного боку, ... on the other hand з іншого боку, ...</p>	<p>Although urban development destroys the ecological balance, it on the other hand provides needed employment for many people. on the contrary</p>
<p>on the contrary alternatively (,) (yet) conversely / and yet однак / одначе з іншого боку, навпаки натомість</p>	<p>Хоча урбанізація руйнує екологічний баланс, однак (з іншого боку) вона створює необхідні для багатьох людей робочі місця.</p>
<p>unlike / not so with на відміну (від)</p>	<p>Unlike Carol, Jen always comes on time. Jen always comes on time. Not so with Carol. На відміну від Керол, Джен завжди приходиться вчасно.</p>
<p>rather than а не</p>	<p>The decision was taken for ecological rather than economic reasons. Рішення було прийняте виходячи з екологічних, а не з економічних міркувань.</p>
<p>otherwise інакше / іншим чином по-іншому</p>	<p>He says he is right but I think otherwise. Він каже, що правий, але я так не думаю (маю протилежну думку).</p>
<p>otherwise, / *or else в іншому разі,</p>	<p>She's out, otherwise she would have helped you. Вона вийшла (її тут немає), в іншому разі, вона б Вам допомогла.</p>
<p>rather скоріш(е), раніш(е)</p>	<p>Professor didn't imply that science is in perfect state. Rather, he said, the task is to think how to maintain commitment to it. Професор не натякав на те, що наука у бездоганному стані. Скоріше, він казав про те, що треба добре подумати про те, як зберегти відданість цій справі.</p>
<p>to be opposed to as opposed to протиставляти</p>	<p>The former method is opposed to the latter one. Перший метод (з перерахованих двох) протиставляється другому.</p>
<p>though (наприкінці речення)</p>	<p>It's a tough job. I like it, though. Це складна робота, однак вона мені подобається.</p>
<p>at the same time, одночас</p>	
<p>vs. / versus проти / на противагу у протиставленні</p>	<p>The debate was on environment vs. industrial development. Дискусія була присвячена питанням охорони довкілля у протиставленні розвитку промисловості.</p>
<p>pros and cons за та проти</p>	<p>It is necessary that we consider all pros and cons. Необхідно взяти до уваги усі за та проти.</p>

NOTE!!!**however**

/1/ але; однак; одначе; а втім; (а) проте; а все-таки; на противагу; навпаки; натомість
 /2/ не важливо, наскільки = **no matter how**

However, this is just part of the solution, albeit a very important part. /1/

However tired we may be, we must do it. /2/

***by (way of) contrast / in (sharp/stark) contrast =**

але; однак; одначе; а втім; (а) проте; а все-таки; на противагу; навпаки; натомість
but; however /1/; yet; and yet; (yet) conversely;
on the other hand;
(but (then)) again; from another standpoint;
alternatively; on the contrary/contrariwise;
***however, it should be noted /*it should be noted, however,**

By contrast, there's a different perspective on the value of such events.

albeit

хоч(а) (і); (а) проте,; а все-таки; однак; одначе; щоправда,
although; though; while /3/; whilst; whereas; yet

This is just part of a story, albeit a very important part.

nevertheless

/1/ **for all that**
 /2/ **despite (that)**

despite (that)

незважаючи (на/на те, що); всупереч; попри (те, що); (і) тим не менш
in spite of; notwithstanding (the fact that);
nevertheless; nonetheless;
disregarding; regardless (of); irrespective (of);
no matter /1/; even so; withal; that said(,)

Despite recent progress, more action is needed.

for all that – попри (усе); незважаючи на; незважаючи ні на що
against all odds; all the same; nevertheless; still

Маркери наступного заперечення:

actually; in fact (,); well, ;

of course, ... but/however/(al)though...; yes...but/however/(al)though...;

***I'm afraid, ...**

e.g.

Actually, I don't need that.

There are very many things that can affect the availability of a system. In fact, it is not possible to identify all the factors that may affect it.

Well, not exactly.

Yes, it works in theory, but not in practice.

Of course, none of these limitations undermines the central argument.

I'm afraid, I can't do that.

CONCESSION

though
although
even though
albeit
хоча

Attitudes to this problem are changing

although
though
albeit | slowly.

Ставлення до цієї проблеми змінюється, хоча й поступово.

yet
але

It is difficult, **yet** rewarding.

Це складна, але вдячна справа.

while
whereas
хоч / хоча

While | I understand what you say, I can't agree with you.

Whereas
Хоч я розумію, що ви кажете, але не можу з вами погодитися.

in spite of
despite
regardless of
notwithstanding (the fact that)
незважаючи на

In spite of | I the delay, we arrived on time.

Despite
Незважаючи на затримку, ми прибули вчасно.

if / whether (or not)
незалежно від
чи

The results are to be recorded, **whether** successful **or not**.

Результати треба записати незалежно від того, чи будуть вони успішними, чи ні.

with (all)
незважаючи на

With all its limitations, the procedure is still applicable.

Незважаючи на усі недоліки, методику все ж можна використовувати.

no matter
незважаючи на

I'll finish the experiment, **no matter** how long it takes.

Я закінчу експеримент незважаючи на те, скільки часу буде потрібно.

for all (that)
незважаючи на
попри
і все ж,

For all his efforts, he failed.

Незважаючи на усі зусилля, йому це не вдалося.

It's a victory, **for all that**.

І все ж, це перемога.

as ... may seem
хоча ... видається /
може видаватися

Strange **as it may seem**, I like it.

(Хоча) це може видаватися/видається дивним, проте це мені подобається.

whatever що б не
whoever хто б не
whenever коли б не
wherever де б не

It is a good project, **whatever** you may say.

Що б ви не казали, але це добрий проект.

REASON, CAUSE AND EFFECT / RESULT

<p>because since for for the reason that in that (to be) due to (the fact that) тому, що/ бо / позаяк з причини / як наслідок (,)</p>	<p>He was admitted to the university he successfully passed all exams. Його зарахували до університету, бо він успішно склав усі іспити.</p> <p>Success is due to hard work. Успіх – наслідок/причина наполегливої праці. (Успіху досягають завдяки наполегливій праці.)</p>	<p>because / since / for / in that / for the reason that</p>
<p>because of thanks to owing to on account of завдяки / завдячуючи</p>	<p>They obtained accurate results the best up-to-date sophisticated equipment. Вони отримали точні результати завдяки/завдячуючи сучасному складному устаткуванню/обладнанню.</p>	<p>because of thanks to owing to</p>
<p>so тому тож</p>	<p>He encountered many problems, so he went to see his advisor. Він натрапив на багато проблем, тому й пішов до свого керівника.</p>	
<p>to result in to have as a result to cause to lead to спричиняти / спричинятися до приводити до (<i>позитивного наслідку</i>) приводити до (<i>негативного наслідку</i>)</p>	<p>The experiment resulted in no success. Експеримент не мав успіху (не призвів до успіху)</p>	
<p>thus hence therefore тому тож</p>	<p>He forgot the meaning of this English word. Thus Therefore he decided to consult the dictionary. Він забув значення цього англійського слова, тож вирішив звернутись до словника.</p>	<p>Thus Therefore</p>
<p>as a consequence consequently as a result як наслідок, звідси випливає</p>		
<p>*(From this) it follows (that) звідси випливає (те, що)</p>		
<p>for this reason внаслідок цього</p>		
<p>to bring about to bring into being спричиняти спричинятися до викликати при(з)водити (до)</p>	<p>Science has brought about many changes in our lives. Наука привела до багатьох змін.</p>	
<p>effect(s) / result(s) consequence(s) / implication(s) результат (и)</p>		
<p>aftermath наслідки</p>		

EXPRESSION OF COMPARISON

as as ... as similar to alike такий же, як і подібний до аналогічний	Nobody does it as well as you do. Ніхто не зробить цього краще, ніж ви (так добре, як ви).
equally in the same way similarly likewise in an identical manner аналогічно подібно до	This method is similar to the previous one. This method and the previous one are alike . Цей метод подібний до попереднього.
the same такий самий quite the same almost the same very much the same майже такий самий	We must pay a lot of attention to general secondary education, but equally we shouldn't forget higher education. Ми повинні приділяти багато уваги загальній середній освіті, аналогічно, ми не повинні забувати і про вищу.
exactly / precisely / just the same такий самий, однаковий	Instructors and students alike are involved in the teaching process. Викладачі та студенти однаковою мірою залучені до навчального процесу.
to have much in common мати багато спільного	American English and Canadian English are almost the same. very much
to resemble / to look like бути подібним (до)	Both theories have much in common . Обидві теорії мають багато спільного.
to be different from відрізнятися від	Our department is different from theirs. Наш відділ відрізняється від їхнього.
not as ... as not so ... as не такий, як	John is not as careful as Ann. Джон не такий уважний, як Енн.
less (than) менше ніж	My experiment is less important than yours. Мій експеримент менш важливий, ніж ваш.
(far) more (than) (значно) більш(е) ніж	This article is far more informative. Ця стаття значно більш інформативна.
much many far markedly considerably dramatically значно більше (менше)	This method is markedly less efficient. Цей метод значно менш ефективний.
somewhat/ a bit / slightly дещо	The new device is a bit smaller. somewhat Новий прилад дещо менший за розмірами.

відмінність:

- X** differs from **Y**
 is unlike/different from **Y**
 is (not) as ... as **Y**
 has/doesn't have as many/much... as **Y**
 isn't nearly as ... as **Y**

схожість:

- X** is like **Y** (**X** and **Y** are alike)
 is similar to **Y**
 is almost/nearly/much the same as **Y**

SUPERLATIVE

the ...-est (of all)
 най- (від/за усіх)
 найбільш (від/за усіх)
 найменш (від/за усіх)

She translates **the best** (of all).
 Вона перекладає найкраще (від/за усіх).

the most найбільш(е)
(the least) найменш(е)

by far the ...-est
 мабуть, най-...

He is **by far the brightest** student.
 Мабуть, Він найталановитіший студент.

***well** over
 above
 значно більше

The level is **well above** average.
 Рівень значно перевищує середній.

DOUBLE COMPARATIVE

the ... the
 чим ... тим

The more we learn, **the more** we know.
 Чим більше ми вчимося, тим більше ми знаємо.

less and less
 усе менш(е) і менш(е)

He became **less and less** interested in the subject.
 Він виявляв усе менше і менше зацікавленості.

more and more
 усе більш(е) і більш(е)

TO PROBE FURTHER...

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TED talks <https://www.ted.com/>
Conference Alerts, worldwide <https://conferencealerts.com/>

MY WEBSITE olgailchenkoauthor.wordpress.com

ANSWER KEY

Unit 1

Ex.2

- I. 1-F. 2-C. 3-E. 4-A. 5-H. 6-G. 7-D. 8-B. 9-N. 10-M. 11-I.12-K. 13-L.
 II. 1-B. 2-D. 3-C. 4-A. 5-F. 6-E.

Ex.5

- 1-E. 2-G. 3-F. 4-A. 5-B. 6-D. 7-C. 8-J. 9-H. 10-I. 11-N. 12-P. 13-Q. 14-K. 15-M. 16-O. 17-L.

Unit 2

Ex.10

- 1-d. 2-c. 3-b. 4-d. 5-d.

Ex.12

- 1-d. 2-d. 3-d. 4-b. 5-c. 6-a. 7-d. 8-a. 9-b. 10-d. 11-a. 12-a. 13-a. 14-c. 15-d.

Unit 3

Ex.3

- 1-E. 2-C. 3-D. 4-A. 5-B.

Ex.6

- 1-b. 2-b. 3-d. 4-c. 5-b. 6-d. 7-c.

Ex.7

- 1-b. 2-a. 3-b. 4-a. 5-d. 6-b. 7-a. 8-a. 9-a. 10-c. 11-d. 12-d. 13-b. 14-d. 15-b. 16-a. 17-c.

Ex. 10

- 1-a. 2-c. 3-d. 4-b. 5-a. 6-a. 7-b. 8-d. 9-c. 10-a. 11-c. 12-a. 13-c. 14-d. 15-c. 16-a. 17-a. 18-d. 19-c.
 20-a. 21-c. 22-d. 23-b. 24-a. 25-b. 26-d. 27-b. 28-c. 29-a.

Ex.16

1. ____, ____, ____. 2. ____, ____. 3. ____, ____. 4. A . 5. The.

Ex.18

- 1-d. 2-b. 3-a. 4-b. 5-a. 6-b. 7-c. 8-a. 9-a. 10-c. 11-c. 12-b. 13-a.

Unit 4

Ex.2

- 1-D. 2-C. 3-E. 4-B. 5-A.

Ex.5

- 1-a. 2-d. 3-a. 4-b. 5-a. 6-c. 7-a. 8-a. 9-b. 10-d. 11-d. 12-c. 13-c. 14-a. 15-d. 16-c. 17-b. 18-d. 19-a.
 20-b. 21-d. 22-d. 23-b. 24-d. 25-b.

Ex.7

- 1-c. 2-c. 3-d. 4-c. 5-a. 6-c. 7-d. 8-a. 9-b. 10-c.

Ex.10

- 1-d. 2-c. 3-b. 4-a. 5-d.

Ex.11

- 1-d. 2-d. 3-d. 4-c. 5-b. 6-a. 7-a. 8-a. 9-d. 10-b. 11-b. 12-d. 13-a. 14-a. 15-d.

Unit 5

Ex.6

- 1-a. 2-a. 3-a. 4-d. 5-b. 6-a. 7-a. 8-a. 9-d. 10-c. 11-b. 12-c. 13-d. 14-d. 15-d. 16-d. 17-a. 18-d. 19-d.
 20-a. 21-d.

Ex.7

- 1-J. 2-M. 3-E. 4-K. 5-B. 6-H. 7-D. 8-C. 9-F. 10-G. 11-I. 12-A. 13-L. 14-R. 15-T. 16-V. 17-P. 18-U.
 19-O. 20-N. 21-Q. 22-S.

Ex.10

- 1-a. 2-a. 3-c. 4-c. 5-a. 6-a. 7-a. 8-d. 9-d. 10-c. 11-c. 12-c. 13-a. 14-a. 15-b. 16-b. 17-a. 18-d. 19-b.
 20-a. 21-c. 22-a.

Ex.15

- 1-c. 2-b. 3-d. 4-b. 5-b. 6-d. 7-d. 8-a. 9-b. 10-c. 11-c. 12-b. 13-a. 14-a. 15-d. 16-b.

Unit 6

Ex.4

1-a. 2-b. 3-c. 4-a. 5-a. 6-b. 7-a. 8-b. 9-d. 10-b. 11-a. 12-a. 13-a. 14-d. 15-a. 16-d. 17-a. 18-a. 19-b. 20-d. 21-a. 22-d. 23-a.

Ex.8

1-b. 2-a. 3-c. 4-c. 5-a. 6-c. 7-b.

Ex.10

1-D. 2-F. 3-A. 4-B. 5-C. 6-E.

Ex.12

1-b. 2-c. 3-a. 4-a. 5-a. 6-c. 7-c. 8-d. 9-a. 10-b. 11-b. 12-d. 13-c. 14-a. 15-b. 16-d. 17-d.

Ex.13

1-b. 2-b. 3-a. 4-b. 5-a. 6-a. 7-b. 8-a. 9-a. 10-a. 11-a. 12-b.

Ex.15

1-E. 2-B. 3-I. 4-K. 5-J. 6-A. 7-C. 8-L. 9-D. 10-F. 11-H. 12-M. 13-G.

Ex.16

1-c. 2-c. 3-a. 4-c. 5-d. 6-a. 7-d. 8-d. 9-c. 10-d. 11-a. 12-a. 13-a. 14-d. 15-b.

Unit 7

Ex.5

1-b. 2-a. 3-c. 4-a. 5-d. 6-a. 7-a. 8-d. 9-b. 10-c. 11-c. 12-c. 13-d. 14-d. 15-a. 16-c. 17-c. 18-a. 19-d. 20-a. 21-d. 22-d. 23-d. 24-d. 25-d. 26-b.

Ex.13

1-b. 2-a. 3-a. 4-d. 5-c. 6-d. 7-a. 8-d. 9-c. 10-d. 11-a. 12-b. 13-b. 14-d. 15-b.

Unit 8

Ex.10

1-G. 2-E. 3-I. 4-C. 5-H. 6-N. 7-J. 8-L. 9-K. 10-D. 11-A. 12-F. 13-B. 14-M. 15-Q. 16-O. 17-P.

Ex.16

1-D. 2-E. 3-A. 4-B. 5-C. 6-G. 7-F. 8-J. 9-I. 10-H.

Ex.19

1-d. 2-c. 3-d. 4-b. 5-d. 6-a. 7-d. 8-c. 9-c. 10-a. 11-c. 12-d. 13-d. 14-b. 15-b. 16-d. 17-c. 18-a. 19-d. 20-a. 21-a. 22-a. 23-a. 24-d. 25-d. 26-c. 27-b. 28-c. 29-c. 30-d. 31-d. 32-a. 33-a. 34-d. 35-c. 36-a. 37-d. 38-b. 39-c. 40-c. 41-b. 42-d. 43-c. 44-b. 45-c. 46-d. 47-c. 48-a. 49-b. 50-a. 51-a. 52-a. 53-b. 54-c. 55-a. 56-c. 57-d. 58-b. 59-b. 60-b. 61-c. 62-a. 63-a. 64-b. 65-a. 66-b. 67-a. 68-a. 69-a. 70-a. 71-a. 72-a. 73-a. 74-b. 75-a. 76-c. 77-a. 78-c. 79-b. 80-a. 81-d. 82-c. 83-b. 84-b. 85-b. 86-b. 87-b. 88-d. 89-a. 90-a. 91-a. 92-b. 93-b. 94-c. 95-c. 96-c. 97-d. 98-b. 99-d. 100-d. 101-c. 102-c. 103-a. 104-b. 105-b. 106-c. 107-d. 108-c. 109-a. 110-d. 111-a. 112-b. 113-c. 114-c. 115-d. 116-a. 117-d. 118-b. 119-b. 120-d. 121-a. 122-a. 123-c. 124-d. 125-a. 126-b. 127-a. 128-c. 129-a. 130-a. 131-d. 132-c. 133-c. 134-a. 135-b. 136-d. 137-b. 138-a. 139-a. 140-c. 141-b. 142-d. 143-c. 144-a. 145-b. 146-d. 147-c.

Ex.21

1-d. 2-a. 3-c. 4-a. 5-a. 6-b. 7-a.

Unit 9

Ex.1

1-the. 2-a. 3 ____. 4-an, ____. 5-the. 6-____. ____ . 7.-____ . 8-the. 9-____, ____ . 10-the. 11-____. 12-____, (the), the. 13-____, the. 14-____ .15-____, (the).

Ex.2

1-understand. 2-sounds. 3-goes. 4-smells. 5-wakes up. 6. is smelling; smell.

Ex.3

1-was studying. 2-was studying. 3-will be taking. 4-will call. 5-was reading; was watching.

Qualifying Exam Sample Test

1-d. 2-c. 3-a. 4-c. 5-c. 6-a. 7-a. 8-c. 9-c. 10-d. 11-b. 12-c. 13-c. 14-d. 15-a. 16-c. 17-c. 18-d. 19-d. 20-a. 21-a. 22-c. 23-a. 24-c. 25-a.