

**Методичні вказівки
до виконання контрольних робіт
з дисципліни
«Ділова іноземна мова (англійська)»
для студентів магістратури
усіх спеціальностей.
Частина II**

Міністерство освіти і науки України
Вінницький національний технічний університет

**Методичні вказівки
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Методичні вказівки до виконання контрольних робіт з дисципліни «Ділова іноземна мова (англійська)» для студентів магістратури усіх спеціальностей. Частина II / Уклад. Г. В. Абрамович. – Вінниця : ВНТУ, 2019. – 68 с.

У цих методичних вказівках пропонуються основні рекомендації до вивчення теоретичного матеріалу, виконання контрольних робіт з дисципліни «Ділова іноземна мова (англійська)» та організації самостійної роботи студентів.

Навчальне видання

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Частина II**

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Виконання контрольних завдань та оформлення контрольних робіт

1. Кількість контрольних завдань, що виконується на цьому курсі, визначається навчальним планом університету.

2. Кожне контрольне завдання у цих методичних вказівках пропонується до виконання в п'яти варіантах. Ви маєте виконати один з п'яти варіантів згідно з останніми цифрами Вашого шифру: слухачі, шифр яких закінчується на 1 чи 2, виконують варіант № 1; на 3 чи 4 – № 2; на 5 чи 6 – № 3; на 7 чи 8 – № 4; на 9 чи 0 – № 5. Усі завдання супроводжуються відповідним теоретичним матеріалом з прикладами їхнього виконання.

3. Виконувати письмові контрольні роботи потрібно в окремому зошиті. На обкладинці зошита напишіть своє прізвище, групу, номер контрольної роботи та варіант.

4. Контрольні роботи мають виконуватися акуратно, чітким почерком. Під час виконання контрольної роботи залишайте в зошиті поля для зауважень рецензента.

5. Виконані контрольні роботи направляйте для перевірки в установлені терміни.

6. Якщо контрольна робота виконана не повністю чи без додержання вказівок, вона повертається без перевірки.

BLOCK I

RESEARCH PAPER

What is Research?

WHAT RESEARCH IS NOT

- Research is not mere information gathering.
- Research is not mere transportation of facts from one location to another.
- Research is not merely rummaging for information.

WHAT RESEARCH IS

Although research projects vary in complexity and duration, research typically has six distinct characteristics:

- Research originates with a question or problem.
- Research requires a clear articulation of a goal.
- Research follows a specific plan of procedure.
- Research usually divides the principal problem into more manageable subproblems.
- Research accepts certain critical assumptions.
- Research requires the collection and interpretation of data in an attempt to resolve the problem that initiated the research.

Steps in Writing a Research Paper

Generally, there are seven distinct steps requiring you to produce several hand-ins over an assigned period of time. With some variations, many instructors will more or less observe this schedule:

WHAT YOU MUST DO

- A topic must be selected that is complex enough to be researched from a variety of sources, but narrow enough to be covered in ten or so pages.
- Exploratory scanning and in-depth reading must be done on the approved topic.
- The information gathered must be recorded (usually on note cards) and assembled into a coherent sequence.
- A thesis statement must be drafted, setting forth the major idea of your paper.
- The paper must be outlined in its major.
- The paper must be written in rough draft and the thesis argued, proved, or supported with the information uncovered from the sources. Borrowed ideas, data, and opinions must be acknowledged.
- A bibliography must be prepared, listing all sources used in the paper. The final paper must be written.

Task 1

Read and translate the text:

(VARIANT I)

RESEARCH WORK

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

The Academy has a broad programme of activities **ranging from the very basic to the very practical** and can perform various research. The Academy professional **staff members** number some thousand employees engaged in multiple research projects in different branches of science.

Their achievements have been recognized and staff members, two thirds of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad and maintain close links with many research institutes and universities world-wide.

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

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

The postgraduate research may be theoretical and applied, often both.

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

Notes to the text

1. *to acquire skills in research* — to gain practical knowledge and ability to conduct an investigation.
2. *scientific adviser/supervisor* — a person who holds an academic degree and guides the students and postgraduates' research.
3. *ranging from very basic to very practical* — extending from fundamental theoretical to applied practical (research).
4. *staff members* — those working in an establishment, institution or organization.
5. *to carry out investigations* — to research something systematically in order to discover and interpret new knowledge.
6. *to prepare a paper* — to prepare a scientific contribution to be read to a learned society or to be published.

(VARIANT II)

RESEARCH: FUNDAMENTAL, APPLIED AND THE PUBLIC

We may say that fundamental research is that which you undertake without caring whether the results will be of practical value or not. Fundamental research is that which may have no immediate practical value, but can be counted upon as leading to practical value sooner or later. The extension of knowledge and understanding of the world around us will always be profitable in the long run, if not in the short.

This is a very powerful argument for fundamental research and it is a completely unassailable one, and yet there are people who will not like it. Let us seek a definition that will give fundamental research a value of its own. We say for instance that fundamental research is that which extends the theory.

There have been several viewpoints about theory. One is that theory discerns the underlying simplicity of the universe. But some contemporary theories are so intricate that an increasing number of people prefer dealing with the confusion of the phenomena than with the confusion of theory.

A different idea suggests that theory enables one to calculate the result of an experiment in a shorter time than it takes to perform the experiment. This definition is not very pleasing to the theorists, for some problems are obviously solved more quickly by experimenters than by theorists. Another viewpoint is that theory serves to suggest new experiments. This is sound, but makes the theorist the handman of the experimenter, and he may not like this auxiliary role. Still another viewpoint is that theory serves to discourage the waste of time on making useless experiments.

Theory is an intellectual instrument granting a deep and indescribable contentment to its designer and to its users. How are we going to communicate to the layman some of our passion for science? It is also a mistake to think that we can excite an audience by solving a mystery for them. The trouble here is

that practically no one is interested in the answer to a question which he never thought of asking.

Another mistake, in my opinion at least, is that of springing an isolated fact upon the audience. An isolated fact is not science and it is not interesting. Facts are of interest only as parts of a system. And we must strive to interest the laymen in the system.

(VARIANT III)

HOW TO PREPARE A SCIENTIFIC WORK FOR PUBLICATION

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

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

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

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

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

Galley proofs will be sent to the author, with a reprint order form.

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

(VARIANT IV)

HOW TO WRITE A POPULAR SCIENTIFIC ARTICLE

J. B. Haldane

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

Whatever the subject matter, it is important to remember that you want to interest or even excite your readers, but not to give them complete information. Such a summary may be all very well in a textbook, but will not hold the attention of a reader of popular articles, who does not contemplate severe intellectual exertion. This does not mean that you must write for an audience of fools. It means that you must constantly be returning from the unfamiliar facts of science to the familiar facts of everyday experience. In fact, you will have to educate yourself as well as your public. When you have done your article, give it to a friend, if possible to a fairly ignorant one. Or put it away for six months and see if you still understand it yourself. You will probably find that some of the sentences, which seemed simple when you wrote them, now appear very involved.

Of course, in the history of scientific discovery an effect is commonly known before its cause. If you enunciate your theorem before you prove it, you are apt to give the impression, that you are producing rabbits from a hat.

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

When you have written the article, it may seem rather gaunt or forbidding, a catalogue of hard facts and abstract arguments. A critic may say it needs padding. You must do what you can to help your reader to link up your article with the rest of his knowledge. You can do this by referring to familiar facts or to familiar literature. I think it worthwhile to show the continuity of human thought. I believe that popular science can be of real value by emphasizing the unity of human knowledge and endeavour, at their best. A popular scientific article should, where possible, include some news.

In the early stages of popular writing it is well to write out a summary of the article. Here is a possible skeleton for an article:

Introduction. A well-known fact.

Central theme. The process of manufacture.

Why it is important. Connections with other branches of science.

Practical suggestions.

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

(VARIANT V)

SCIENTIFIC COMMUNICATION

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

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

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

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

Another type of scientific meeting are a laboratory or **workgroup seminar**, **colloquium** or **workshop**. The members of the staff and guest speakers make reviews of the developments in their field and report the progress of their research. The speakers expect thorough discussion and **criticism**, advice and help of their colleagues. Such personal exchange of views is very essential for any scientist.

Notes to the text

1. **conference** — meeting for discussion, exchange of views.
2. **symposium** — a conference at which a particular topic is discussed by speakers.
3. **event** — an item in a programme of a scientific gathering, a programme includes, such events as plenary sessions, section meetings, seminars,

workshops, roundtable talks, etc.; a social programme includes such events as dinners, reception excursions, tours, etc.

4. ***the state of the art*** — the level or position at a given time, especially at present, of generally accepted and available knowledge, technical achievement in a particular field.
5. ***seminar*** — a discussion group on any particular subject.
6. ***colloquium*** — a meeting for discussion.
7. ***workshop*** — a seminar emphasising exchange of ideas and practical methods.
8. ***criticism*** — judgement or opinion on something, remark that finds fault.
9. ***to keep abreast of (with)*** — to keep up to date.

BLOCK II ACADEMIC WRITING STYLE

Task 2

(VARIANTS I–V)

Replace Ukrainian phrases in the sentences with the proper English phrases from the list given:

a) to aim at understanding; b) to aid in feeling; c) to be concerned with measuring and analysing; d) to be interested in construction; e) to be responsible for modernization; f) to insist on making use of; g) to prevent scientists from making; h) to result from combining; i) to result in establishing; j) to succeed in working out

1. The research (*призвело до встановлення*) a new principle.
2. The success of the space research program (*стало результатом об'єднання*) the latest achievement in science and technology.
3. Using modern installation and techniques the scientists (*вдалося вирішити*) a complicated engineering problem.
4. Pure science (*намагається осягнути*) the laws of the material world.
5. Traditionally chemists (*займались вимірюванням*) the properties of matter and (*аналізом*) the reactions by which some chemical substances are transformed into others.
6. A quantum chemist (*цікавиться будовою*) adequate mathematical models of atomic and molecular structures.
7. Professor A. was the first to see the advantages of the new approach and (*наполягав на застосуванні*) it to interpret the results.
8. Adequate theories often (*звільняли вчених від проведення*) many useless experiments.
9. This group of engineers (*відповідальна за модернізацію*) the equipment.
10. The advent of electronic computers (*сприяло звільненню*) man's brains from the labour of measurement and computation.

Task 2A

Identify Passive structures followed by a proposition and give a Ukrainian equivalent of the relevant part of the sentence as shown in the model below:

Such things are not even thought of before the discovery is actually made.
“They **are not thought of**...” “Про такі речі не думають...”

to account for – пояснювати, враховувати

to refer to as – називати

to agree upon – домовлятися
to rely on / upon – покладатися (на)
to call for – вимагати, закликати (до..)
to substitute for – заміняти, підставляти
to deal with – мати справу (з), розглядати
to think of – думати (про)
to refer to – посилатися, згадувати
to think of as – вважати

(VARIANT I)

1. This method has been referred to in an earlier paper.
2. I do not think this instrument can be relied upon.
3. The data cannot be accounted for by the existing theory.
4. This theory has been referred to as the “big bang” theory.
5. The best treatment of this syndrome is generally agreed upon.

(VARIANT II)

1. It was only after the discovery of X-rays that these conclusions could be arrived at.
2. The best treatment of this syndrome is generally agreed upon.
3. Rapid development of chemic technology has been called for by the needs of the national economy.
4. The prolongation of life may be thought of as a feat of endurance rather than a race against time.
5. The theory of viscosity will be referred to in more detail later.

(VARIANT III)

1. Rapid development of chemic technology has been called for by the needs of the national economy.
2. The prolongation of life may be thought of as a feat of endurance rather than a race against time.
3. The theory of viscosity will be referred to in more detail later.
4. The third sort of energy, that is commonly spoken of as potential, is chemical in nature.
5. Retardation may be looked upon as negative acceleration.

(VARIANT IV)

1. The theory of viscosity will be referred to in more detail later.
2. The third sort of energy, that is commonly spoken of as potential, is chemical in nature.

3. Retardation may be looked upon as negative acceleration.
4. This fact that energy can neither be created nor destroyed, is referred to as the law of the Conservation of Energy.
5. Electric circuits were dealt with in Chapter 1 and this chapter will be confined principally to magnetic circuits.

(VARIANT V)

1. Retardation may be looked upon as negative acceleration.
2. This fact that energy can neither be created nor destroyed, is referred to as the law of the Conservation of Energy.
3. Electric circuits were dealt with in Chapter 3 and this chapter will be confined principally to magnetic circuits.
4. It was only after the discovery of X-rays that these conclusions could be arrived at.
5. Many methods for detection of uranium have been proposed for the use under various conditions and only a few can be referred to here.

Task 2B

Translate into Ukrainian:

(VARIANT I)

1. In the chapter on experimental techniques we are given a good insight into many of the special problems that have to be solved.
2. Radioactive isotopes offer an excellent method of treatment for many diseases, and are already widely used for treatment by medical establishments.
3. Another subject in radio astronomy concerns the reception of radio waves, which are being generated by some processes in outer space.
4. Radioactive isotopes offer an excellent method of treatment for many diseases and are widely used for treatment by medical establishments.
5. We have seen a number of cases where one type of energy has been transformed into another.
6. The investigation we are going to report is concerned with the measurement of additional currents in the new power installation.
7. The study I shall report deals with the conversion of analog signals into digital with help of the new appliance.

(VARIANT II)

1. When careful studies of the transformation of the form of energy into another had been carried out, the law of conservation of energy was stated.
2. This atmospheric interference has been often made reference to by radio and TV commentators.
3. So far, no notice has been taken of the obvious advantage of this technique.
4. Recently the problem has been given close consideration in connection with the new space project.
5. There is no doubt that in the course of further scientific development extensive use will be made of modern computing machines and electronic devices.
6. The investigation I've mentioned was conducted during several field expeditions to the western Alps. I shall restrict myself to a description of one expedition.
7. The study we've mentioned is in fact a series of experiments. We think we'll restrict ourselves to one of them.

(VARIANT III)

1. The usual procedure is that information storage is followed by information analysis.
2. An alternative to the models discussed above is the steady state theory of condition creation referred to earlier and depicted in Fig.4.
3. The opening session of the Congress was preceded by a meeting of the General Assembly to elect a new president.
4. It must be admitted that the problem of science classification can be approached from several viewpoints.
5. There are fields which cannot be dealt with on a national scale only, such as environmental protection, space exploration and so on.
6. The expeditions in the western Pacific were undertaken in 1998–1999. The final expedition was made in April-May 2001 and lasted 10 days. But the research of equatorial currents is still under way.
7. She thinks the first experiment of this kind was made in the 1990's, but I can't be sure.

(VARIANT IV)

1. The difficulties encountered by anyone who attempted to solve the problem are much greater than those faced in the endeavour to reach the summit of Mount Everest.
2. Under these circumstances one is faced with a magnified form of a danger common to all inventions a tendency to use them whether or not the occasion demand.

3. In most cases, the solution of such problems is called for by industrial needs.
4. It is often argued that in the XXI century we are left with no expansion of wisdom and with greater need for it.
5. These ideas are hardly recognized as mathematics at all by the people trained in the classical branches of the subject.
6. The above-mentioned oceanographic study was undertaken by a research group of the OPRSTOM Center, New Caledonia.
7. The experiment he is going to describe was reported by Oliinyk and Tolochko of the Department of Linguistics, of Kyiv University, Ukraine.

(VARIANT V)

1. Some aspects of the foregoing topics are dealt with in the next chapter, and a number of problems created by some of the new activities are mentioned but not discussed in detail.
2. Some diseases may show only when an organism containing mutant genes is influenced by certain factors of the environment.
3. No attempts have been made to list all the contribution in which different procedures have been developed and later used.
4. Recent discoveries in all sciences have been greatly assisted by the developments in contemporary research techniques dealt with in the last section of this book.
5. The congress attended by scientists from all the institutions concerned attracted much attention and was referred to as a most representative forum in this field.
6. The aim of the mentioned investigation was to measure directory the additional currents occurring in the system under given parameter, namely temperature and normal humidity, and to check the earlier measurements.
7. The purpose of the experiment was first to look directly by at fluxes across the cell border and to study the mechanism of cell wall permeability. Frankly speaking, it is now a routine experiment.

Task 2C

(VARIANTS I-V)

Translate into Ukrainian. Mind the model below:

<p>The substance <i>being investigated</i> contained some admixtures. Досліджувана речовина містила домішки.</p>
<p>The problem <i>being mentioned</i> should be solved. Згадувану проблему необхідно вирішити.</p>

1. The work done is to be discussed.

2. The experiment carried out is of great importance.
3. The results being reported nowadays are quite up-to-date.
4. The theory being considered is to be applied in practice.
5. The article being translated now is very important.
6. A number of important scientific problems are being discussed at the conference of Ukrainian Academy of sciences being held in Kyiv.
7. The houses being built in our street are very beautiful.
8. The substance being investigated is weighed.

Task 2D

Translate into Ukrainian. Mind the model:

<p>1. <i>Flowing through a conductor</i> the current heats it. <i>Протікаючи крізь провідник</i>, струм його нагріває. <i>При проходженні крізь провідник</i> струм його нагріває. <i>Коли струм проходить крізь провідник</i>, він його нагріває.</p>
<p>2. <i>Having obtained good results</i>, we decided to publish them. <i>Отримавши хороші результати</i>, ми вирішили їх опублікувати. <i>Оскільки ми отримали хороші результати</i>, ми вирішили їх опублікувати.</p>
<p>3. <i>Being asked at the class</i>, he always answers very well. <i>Коли його питають на заняттях</i>, він завжди дуже добре відповідає.</p>
<p>4. <i>Having been done successfully</i>, the work was reported at the conference. <i>Оскільки роботу було виконано успішно</i>, про неї доповідали на конференції.</p>
<p>5. <i>Silver being very expensive</i> we use it only in some spheres. <i>Оскільки срібло дуже дороге</i>, ми використовуємо його лише в кількох галузях.</p>
<p>6. The International Olympic Committee consists of many subcommittees <i>each one being represented by two members from all countries</i>. Міжнародний Олімпійський Комітет складається з багатьох комісій, причому кожна представлена двома членами з усіх країн.</p>
<p>7. <i>With computer technologies developing</i> so fast man is able to connect with the other end of planet in no time. <i>Тепер, коли комп'ютерні технології розвиваються так швидко</i>, людина може миттєво зв'язатися з будь-якою частиною світу.</p>

(VARIANT I)

1. Once observed the phenomenon was... .
2. An increase in pressure results in more energy being absorbed.
3. Paton's having devoted all his life to the progress of science is known to everybody.
4. The question being too difficult, no one could answer it.

5. The research into cathode rays of Ivan Puliui remaining unknown, credit later went on to Wilhelm Conrad Röntgen.
6. With the experiments carried out, we could present the results at the annual scientific conference.
7. With spaceships flying further and faster, the scientists can plan exploration of the distant space.

(VARIANT II)

1. When connected to a net, the programmer
2. Once started the experiment has to be finished.
3. Confining the attention to one problem the scientist will surely achieve its solution much sooner
4. I was ill for about a month, my friend coming to see me nearly every day.
5. Our workers rationalize production, the scientists giving them full assistance.
6. With formula given, he can continue his experiment.
7. With magnesium already being used greatly, the three materials: titanium, zirconium and magnesium have already reduced the weight of the aircraft.

(VARIANT III)

1. Though unknown the scientist's work
2. When freshly prepared this substance is colourless.
3. This subject is very complicated, belonging as it does to classical philosophy.
4. Weather permitting, we shall start tomorrow.
5. The work finished, we went home.
6. Technique having reached a high stage of development; new methods of work became possible.
7. All the preparations having been made, the expedition was ready to start.

(VARIANT IV)

1. Unless given the correct data the scientists can't
2. Having lived in this city all her life, she knew it very well.
3. An increase in pressure results in more energy being absorbed.
4. The signal given, the train started.
5. The notes being written in Chinese, we could not understand them.
6. All the questions having been discussed, the meeting was over.
7. The letter having been delayed, the news reached us late.

(VARIANT V)

1. Until translated into English this article was not known.
2. Unless otherwise specified the condition is as follows.
3. It is important to review the questions raised in order to consider to what extent they may be resolved by new experiments.
4. The experiments being demonstrated, all the students watched it with great attention.
5. The man having returned after twenty years of absence, they asked me to accompany him in the walks about the town.
6. With formula given, he can continue his experiment.
7. The work finished, we went home.

Task 2E

Translate the sentences into (from) Ukrainian:

(VARIANT I)

1. To make this experiment we must get new equipment.
2. To explain this phenomenon, you must study its properties.
3. Not to fail in our experiment we must pay attention to the preliminary stage.
4. To use computers in automatic control means to speed up considerably the manufacturing process.
5. To derive these data from the experiments alone we must make some suppositions.
6. Not to bring about considerable deviation from the data one must be very careful.
7. To test the above statement, it is not difficult at all and quite necessary.
8. Найважливіше – це зосередити увагу на одному питанні.
9. Наше завдання полягає в тому, щоб забезпечити найбільш сприятливі умови для роботи.

(VARIANT II)

1. To give a true picture of the surrounding matter is the task of the natural science.
2. To make a choice between these two alternatives is not an easy task.
3. To find new sources of energy is a task of our scientists.
4. To be on the safe side, take special care of the accuracy of the calculation.
5. To establish cause effect relationship between smoking and some diseases, extensive research is being carried on at several centres.

6. To be able to foresee the future, we must begin by a thorough analysis of the past course of events.
7. It is not easy to fulfil this task.
8. Мета дискусій полягає в тому, щоб запропонувати нові експерименти.
9. Ця монографія має на меті зробити огляд досягнень у цій галузі.

(VARIANT III)

1. The purpose of the article is to discuss fundamental mechanisms.
2. The difficulty will be to obtain the substance in question in its pure form.
3. The invention of the author has been to show some newly developed methods.
4. Today the only important way of using waterpower is to extract energy from water with turbine.
5. The professor advised us to make the experiment in a darkened room.
6. The method to be followed is based upon some peculiar properties of these rays.
7. Experiments have shown that the amount of the work to be done for producing a given amount of heat is the same under all conditions.
8. Щоб не ризикувати, перевірте апаратуру перед експериментом ще раз.
9. Якщо ми хочемо досягти мети, ми маємо взяти до уваги всі помилки.

(VARIANT IV)

1. The first to achieve chain reaction were the Curies.
2. In order to explain the phenomenon, the scientists showed us an experiment.
3. It is not always convenient to use the names of elements when we write them down, so chemists have devised symbols, which are to stand for them.
4. Our first task has been to determine general classes into which the materials, which compose bodies, can be divided.
5. Many devices to measure different properties of substances are used in our laboratories.
6. The best way to understand current is to see how it acts in circuit.
7. The immediate objective of the Appolo was to land a man on the moon and bring him back alive.
8. Часто буває дуже важко зробити вибір.
9. Щоб відповідати меті експерименту, метод має бути простим.

(VARIANT V)

1. To foresee what the future will be like requires analysis of the past experience.
2. There are many things to be taken into consideration when planning the investigation.
3. To tell the truth, the results have no direct bearing on the problem under investigation.
4. To argue about it is not fruitful at the moment.
5. To put it another way, the experimental procedure must suit the purpose of the experiment.
6. Dalton was the first to deduce scientifically an atomic theory from experimental data.
7. To sum up, synthetic problems are studies for the possibilities, which they hold for practical application.
8. Неможливо передбачити майбутнє без аналізу минулого.
9. Ми маємо підкріпити цю інтерпретацію новими даними.

Task 2F

*Identify the Infinitive patterns and translate the sentences into Ukrainian.
Mind the model:*

<i>We know this device to function properly.</i> Ми знаємо, що цей пристрій добре працює.
<i>He expected the conference to take place in September.</i> Від сподівався, що конференція відбудеться у вересні.
<i>The chairman wanted the delegates to look through the agenda.</i> Головуючий хотів, щоб делегати ознайомились з порядком денним.
<i>We know them to have competed this experiment.</i> Ми знаємо, що вони закінчили цей експеримент.

NOTA BENE! Remember some of the verbs used to connect a Noun with an Infinitive pattern.

1. Verbs of mental and sensual perception and estimation, used in the passive:

- a) to assume** – передбачати, допускати, робити припущення
- to believe** – думати, вважати
- to consider** – гадати, думати, дійти до висновку (думки)
- to estimate** – оцінювати, вважати
- to find** – знаходити, вважати
- to hate** – вважати неприйнятним
- to hold** – дотримуватися думки, вважати

to know – знати
to regard – розглядати, вважати, розцінювати
to say – говорити, заявляти
to show – показувати, демонструвати
to state – стверджувати, заявляти, повідомляти, констатувати
to suppose – припускати, допускати, гадати
to take – приймати (за), вважати
to think – думати, вважати
b) *to feel* – почувати;
to hear – чути
to see – бачити

2. Verbs used in the active:

to appear – бути очевидним; виявлятися
to chance – (випадково) виявлятися
to happen – (випадково) виявлятися
to prove – доводити
to seem – здаватися, уявлятися
to turn out – раптово опинитися, виявитися
to understand – сприймати, вважати

3. Adjectives used as predicates:

is (not) likely to ... – (мало)ймовірно
is unlikely / to – малоймовірно, що...
is certain to – обов'язково, неодмінно, безсумнівно, безперечно
is sure to – напевно, напевне, певно, мабуть

(VARIANT I)

1. The whole world considers Newton to be the greatest scientist and inventor.
2. We know him to have taken interest in many scientific problems of his time.
3. The teacher expected the students to do their homework well.
4. It was evident she did not want to be late.
5. We supposed all the details of the plan to have been explained to them long ago.

(VARIANT II)

1. Shall I see you take part in this experiment?
2. She made us talk about our plans for the nearest future.
3. At some distance above the earth, ultra-violet radiation from the sun causes some of the molecules to dissociate from the molecule state to the atomic state.

4. The atomic theory supposes matter to be composed of very small invisible particles called atoms.
5. We consider nuclear energy to be the prime source of heat energy.

(VARIANT III)

1. We consider nuclear energy to be the prime source of heat energy.
2. We know television to be widely used both in everyday life and in industry.
3. The engineer wanted the new device to be tested in the laboratory.
4. We expect the invention to be of great importance.
5. The device permits some new calculations to be made.

(VARIANT IV)

1. We know the research to have been completed.
2. The excessive load caused the machine to fail.
3. We can expect acceleration to be different for different weights but this is not the case.
4. The presence of a body in a stream causes energy to be redistributed between the two forms so that where pressure is high, velocity is low, and vice versa.
5. Assume the total pressure to be equal to ten.

(VARIANT V)

1. Assume the total pressure to be equal to ten.
2. This simplify flow analysis and allows branch calculations to be postponed until after optimization.
3. The equipment design is quite flexible and will allow pulse width and repetition rates to be varied to suit the needs of any particular test.
4. They considered that type of contamination to be completely negligible.
5. This permits improved experiments to be performed without permanent circuit alternations.

***NOTA BENE!** Remember some constructions used with an Infinitive pattern:*

Passive Constructions

This value	is (was) said is (was) suspected is (was) expected is (was) assumed is (was) reported is (was) considered is (was) proved is (was) found is (was) believed is (was) understood is (was) supposed is (was) thought	to change	відомо.... припускають... очікують... припускають... повідомляють... вважають... доведено... знайдено... гадають... розуміють... припускають вважають...
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Active Constructions

This value	seems (ed) appears (ed) turns (ed) out proves (ed) is (was) likely is (was) unlikely is (was) sure is (was) certain	to change	(було) очевидно виявляється (виявилось) виявляється (виявилось) виявляється (виявилось) (було) ймовірно (було) малоймовірно безумовно (не було сумнівів) неодмінно (не було сумнівів)
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Task 2G

*Identify the Infinitive patterns and translate the sentences into Ukrainian.
Mind the model:*

<i>This device appears to perform well.</i> Очевидно, що цей пристрій працює добре.
<i>It is supposed to be used in our experiment.</i> Припускають, що його буде використано в нашому експерименті.
<i>Nowadays science is known to contribute to every aspect of man's life.</i> Відомо, що в наш час наука робить свій внесок в усі аспекти нашого життя.
<i>They are believed to work (to be working, to have worked) at this problem.</i> Гадають, що вони працюють (працюють нині, зараз працювали) над цією проблемою.
<i>The experiment does not seem to give results supporting the point of view.</i> Цей експеримент, очевидно, не дасть результатів, які підтверджують цю точку зору.

<p>This reaction <i>is not expected to start</i> at low temperature. Ніхто не припускає, що ця реакція почнеться при нижчих температурах.</p>
<p><i>She is said to have worked</i> here. Кажуть, що вона тут працювала. <i>Cf. She is said to work</i> here. Кажуть, що вона тут працює.</p>

(VARIANT I)

1. He is supposed to be one of the greatest scientists in this field.
2. The members of the committee are reported to have been enthusiastic about the plan.
3. The astronauts are known to be heartedly greeted wherever they appeared.
4. This method seems to make calculations easier.
5. This was found to be true of all facts studied.
6. Although the results do not overlap, they appear to be consistent.
7. The induction period is considered to be composed of two parts.

(VARIANT II)

1. The use of iron is believed to have been discovered later than the use of copper.
2. The importance of mathematics for all sciences is known to grow rapidly.
3. These data are unlikely to change the position.
4. The centre of gravity of a body is the point at which its whole weight may be considered to act.
5. This method does not seem to be of any interest.
6. They are believed to be working at the problem.
7. The properties of the elements are known to vary/to have varied.

(VARIANT III)

1. The method is supposed to have been used earlier.
2. This method did not prove to be useful.
3. Although we see evidence of such diffusion in our data, it does not appear to affect the results seriously.
4. This proves to be convenient prescription for the analysis of the function in the present work.
5. As information accumulated it became possible to plan experiments that were likely to yield the material sought for.
6. The time required for a computer to solve a problem is likely to be measured in seconds.
7. The assumptions have proved to be in complete agreement with the measurements.

(VARIANT IV)

1. He was deeply disappointed with the final results which turned out to be not what he had expected.
2. Some scientists occupy themselves primarily with problems likely to have direct bearing on the lives of people.
3. The data found to correlate with more than one interpretation, they attempted to approach the problem from a different viewpoint.
4. The scientist reported to have spent five years on the problem finally gave it up.
5. The danger of oversimplifying the problem seeming to be quite real, they changed the line of their attack.
6. By that time voting people thought to be brilliant physicists had left the laboratory.
7. For scientific development to be of benefit for man, scientists must occupy themselves with problems that have direct bearing on our lives.

(VARIANT V)

1. Molecular biologists are known to borrow their techniques from other sciences, mainly from physics.
2. How the application of his discovery will affect man is sometimes rather hard for the scientist to foresee.
3. The author devoted a special chapter of his book to what may be expected to dominate the science scene in the near future.
4. The method of inductive reasoning known to be established by Bacon leads from observation to general laws.
5. His idea was fruitful enough for others to take it up and develop it further.
6. For an original to be a product of one man's genius is quite natural. But for an idea to be transformed into a product, many people's effort is required.
7. Some people say that biology rather than physics is likely to be the central ground of scientific advance during the remainder of our century.

BLOCK III

WORD BUILDING IN ACADEMIC AND BUSINESS ENGLISH

English has become the successful international language that it is today because of its ability to grow and absorb elements from other languages, and it is still growing. Another way that new words are created is by combining word elements in new ways.

Word Elements – Similar to a tree which has the original part of its body underground – its root, a word can have a root – the original part of the word. Let us take the word “**establish**” for example, this is the original word or root, it cannot be broken into smaller pieces without losing meaning.

Prefixes – Prefix itself is a combination of word elements- “pre-” means “before” and “fix” means attach, so “prefix” means “attach before” and that is exactly what we do. Here the word “fix” is the root and the word element “pre-” is the prefix. Another prefix we could use for our example is “dis-” which means “not “ or “not any“ – let’s add the prefix to our example of our root “**disestablish**“.

Suffixes – Suffixes are added to the end of words and can change parts of speech, for example an adjective to an adverb where “dangerous” becomes “dangerously” or a verb to a noun, as with the suffix “-ment“. Let’s go back to our example “**disestablishment**“.

We can keep adding prefixes and suffixes to our root word until we get one of the ‘official’ longest words in the English language “**antidisestablishmentarianism**“ which can be fairly easily understood if we understand each of the word elements. Many of the longer words can be understood if you can understand their parts.

Greek and Latin Word Elements – Both the Ancient Greeks and the Romans were hugely important civilizations and therefore their languages are the ancestors (original family) of many languages. The Ancient Greeks gave vocabulary to many languages, including Turkish, Spanish etc. Many European languages come from Latin and English is, in part, no exception. Through history Britain has been invaded and, with the invaders, languages have invaded English – for hundreds of years French was the ‘official’ language of Britain and it is estimated that 60% of our vocabulary comes from French.

Religion also played a large part in bringing Latin to England because the official religion of the country was Christianity and the Bible was written only in Latin for many years.

Finally, in Cambridge in the 17th and 18th centuries, it was thought that English was imperfect and many grammarians and writers decided to introduce more Latin into the language, for example changing the Middle English word “woud“ to “would“ to be the same as “could“ and “should“ or replace words that were perfectly good. It is for this reason that Greek and Latin word elements can help us with our academic vocabulary.

Latin and Greek Root	Meaning	Examples
-anthrop-	human	anthropologist
-chron-	time	chronological
-dem-	people	democracy
-dict-	to say	predict, contradict
-duc-	to lead, to take	produce, reduce
-gress-	to advance	digress, transgress
-ject-	to throw	inject, reject
-morph-	shape, form	anthropomorphic
-path-	feeling, suffering	empathy, apathy
-ped-	child	pediatrician
-pel-	to drive	compel, repel
-pend-	to hang	pendulum, depend
-phil-	loving	philanthropy
-phon-	sound	phononym
-port-	to carry	support, deport
-scrib-, -script-	to write	transcribe, prescribe
-tract-	to pull, to drag	contract, extract
-vert-	to turn	revert, divert
Latin and Greek prefix	Meaning	Examples
a-	without	amoral, anaerobic
anti-, ant-	against, opposite	antiwar, antipathy
bio-, bi-	organic	biosphere, biopsy
co-	together	cooperate, coalition
de-	reverse, remove	detract, debone
dis-	not, not any	disappear
geo-	planet Earth	geomagnetism
hyper-	too much	hypertension
inter-	between	interact, interfaith
micro-	small	microchip
mono-	one	monosyllable
neo-	new	neocolonialism
non-	not	nonfiction, nonentity
pan-	all	pandemic
post-	after	postwar, postpone
pre-	before	prefix, pre-match
re-	again, back	reset, reapply
sub-	below	subcontinent
techno-	scientific	technology
therm-	heat	thermal
trans-	across, through	transform, transmit
Latin and Greek suffix	Meaning	Examples
-able, -ible	able	washable, edible
-ation	verbs = nouns	emancipation
-fy, -ify	= verbs	electrify
-gram,	text, drawing	cardiogram
-graph	drawing machine	cardiograph
-ise, -ize (often US)	= verbs	pressurise
-ism	=nouns (belief)	communism
-ist	=nouns (believer)	communist
-logue, -log	speech	dialogue
-logy	theory, study	technology
-ment	verbs = nouns	entertainment
-meter, -metry	measure	chronometer
-oid	the shape of	humanoid
-phile	lover	technophile
-phobe	one who fears	technophobe
-phobia	great fear	technophobia
-phone	speaker	Anglophone

Task 3

Choose which word in italics is correct:

(VARIANT I)

1. Letters *construct/construction* words.
2. The *Lone Ranger/Range* was a famous TV icon of the 20th century.
3. The school is situated in a *resident/residential* area.
4. The people who travel long distances to work are *community/commuters*.
5. What you are saying is *similar/similarity* to the professor's point of view.
6. The assassination of Arch-Duke Franz Ferdinand was a *insignificant/significant* event in world history.
7. If you want to know what's in the journal, read the *context/contents* page.
8. The medieval era was a very violent *period/periodical* in history.
9. Did you *response/respond* to the letter?
10. I received no *indicate/indication* that they received my letter.
11. The DVD comes with many bonus *featuring/features*.
12. The defendant said that the *acquisitions/accusations* against him were false.
13. Love has many *aspects/expects* and not all of them are positive, jealousy for example.
14. Her oldest brother is a *security/secure* guard in Tesco.
15. In *conclave/conclusion* the result show that it is better to use less fossil fuels.
16. I read the book *previous/previously* to the lesson.
17. I didn't go to an *elementary/element* school, I had a personal tutor.
18. *Strategies/strategists* for leaving should have been discussed.

(VARIANT II)

1. The *text/context* can often tell you what a word means without using a dictionary.
2. What a *consequence/coincidence*! I didn't know that you worked here too.
3. The Welsh language *commission/commit* doesn't fund English schools.
4. Darwin's theory of *evaluation/evolution* was not accepted by scientists for a long time.
5. Do you agree with the *regulations/regulars* that state that we have to wear ID cards?
6. She has two personal *assistance/assistants*.
7. I am studying *computer/computing* at college.
8. *Normal/Normally* I go to bed at around 11.30.
9. I want an *items/itemised* phone bill so that I can monitor my calls.
10. It's as *relevant/relevance* today as it was when he wrote it.

11. He was *consumer/consumed* with anger when she left him.
12. There is a *distinction/distinct* difference in the way the two companies work.
13. I want to *handkerchief/achieve* my dream of being a pilot.
14. An atheist is a person who does not believe in any *region/religion*.
15. *Final/Finally* the boat arrived at the harbour.
16. It is a *tradition/traditional* of my family to sing a song after we eat a meal together.
17. It was a very *positive/positively* result for all of us.
18. The judges decision *impacted/impact* on the accuser's family.

(VARIANT III)

1. First we need to *analysis/analyse* the results.
2. They are *approach/approachable* and never bite anyone.
3. In ancient Rome gladiators fought in an *arena/area* filled with hazards.
4. It is nothing more than a *concept/conceive* and probably won't happen.
5. Nadia is very *consistent/inconsistent* she never does what she says.
6. Americans are very aware of their *constituents/constitutional* rights.
7. Try to *distribute/distribution* the food equally between the group.
8. What is your *form/formula* for success?
9. Let's arrange the meeting in the *function/faction* suite.
10. *Come in/Income*, it's so nice to see you.
11. The new president's *interpretation/interpreter* has a lot of work to do.
12. The *eagle/legal* is the symbol of the USA.
13. Our suppliers say that they will *legislation/legislate* against us if we don't pay them.
14. My baby has a *porcine/percent* face. Of a hundred babies it had to be mine!
15. A sense of humour is definitely a *required/requirement* if you work here.
16. I love rock and *role/roll*.
17. The *sector/section* towards the end is the most informative part of his book.
18. The thing that *struck/structure* me was the script, it was wonderful.

(VARIANT IV)

1. I need to see some *identified/identification* please sir.
2. Picasso tried to *create/creative* forms from everyday objects.
3. The chemicals that are used in heart operations are *derivatives/derived* of digitalis which is a poison.
4. There are three key *factions/factors* in the decline of the USSR.
5. "You may *procedure/proceed* to the next gate" the customs officer said.

6. What is your *definitive/definition* of freedom?
7. All of the so-called facts in his book are based on *assume/assumption*.
8. I have my own *theory/theoretical* about what happened that night.
9. I think it would be *benefit/beneficial* if he left the group.
10. It is *evident/evidence* that he needs more practice before his test.
11. This company was *established/establishment* in 2006.
12. His *authoritarian/authority* views made him popular with his superiors.
13. One *major/majority* problem is that we don't have funding.
14. *Issues/Issuing* a warning to the crowd, the police tried to keep the peace.
15. I find this work really *laborious/labour*.
16. Diamonds are a common natural *occur/occurrence* in some part of the world.
17. My car isn't very *economy/economic* to run.
18. His *involved/involvement* in the plan meant that he was imprisoned.

(VARIANT V)

1. In the third *sector/section* of the report they discuss the advantages and disadvantages.
2. Let me know if you're *availability/available*.
3. I need to manage my *financial/finances* more efficiently.
4. I don't like *processed/process* cheese.
5. Each *individual/individually* molecule becomes vaporised.
6. Try to be more *specifically/specific* when you're telling the judge.
7. *Principle/Prince* Charles reminds me of *Principle/Prince* Skinner.
8. We bought a house on a local *estimate/estate*.
9. In my business, gender is an important *variety/variable* because men die younger than women.
10. He is so *methodical/method* in his approach to science.
11. She asked me for a *data/date*.
12. *Researchers/Research* shows that eating fruit can greatly improve your health.
13. He broke his *contraction/contract* and now has a lot of legal trouble with the company.
14. We must try to live a more *environment/environmentally* friendly lifestyle.
15. China's greatest *exposition/export* is its food.
16. Pass me the tomato *source/sauce*.
17. All of the class were late for their *assess/assessment*.
18. Company *politics/policy* states that staff need to attend two training days a year.

BLOCK IV
LEXICS FOR WRITING SCIENTIFIC PAPERS

наукові публікації	scientific publications
оглядові статті	survey articles
автор, співавтор	author, coauthor
назва статті	the title of the article (paper) is ...
основна частина статті...	the main body of the paper...
додаток	appendix
глава	chapter
розділ	section
абзац	paragraph
примітка, виноска	footnote
посилання, список літератури	reference
підпис до малюнків	figure caption
написати, (відредагувати, надрукувати, перекласти, видати) статтю	to write (to edit, to print, to translate, to publish) a paper
у друці	in print
стаття розглядає проблему ...	this paper treats the problem of ...
подати статтю до наукового журналу	to submit the paper to a scientific journal
стаття описує...	the article describes ...
стаття дає опис	the article gives the description of ...
стаття описує існуючу ситуацію в ...	the article depicts the present situation in ...
стаття визначила в загальних рисах сучасний підхід до проблеми ...	the article outlined up-to-date approach to the problem ...
ця стаття обговорює деякі аспекти...	the present article discusses some aspects of ...
вона надає деякі результати, які ілюструють ...	it presents some results which illustrate ...
ця стаття має відношення до... (вона пов'язана з ...)	the article is concerned with ... (the article deals with ...)
у цій статті ми зробимо спробу...	in this paper we shall attempt ...
стаття розглядає проблему ...	the paper treats the problem of ...

Paper Description

book, work, paper — be devoted to, be referred to, be emphasized	книга, робота, наукова стаття присвячена, має стосунок до, підкреслює
--	---

monograph, review	монографія, оглядова робота (огляд)
content	зміст роботи
the book under review	книга, яка рецензується
the material — be given, be presented	матеріал – подано, представлено
the book — constitutes, comprises, deals with, treats, discusses, presents, summarizes	книга – складається з, містить, стосується, торкається, обговорює, підсумовує

Paper Structure

volume	том	constitute	складати
part	частина	comprise	включати
chapter	глава	cover	висвітлювати
section	розділ	analyze, deal with, treat	аналізувати, розглядати
paragraph	абзац	give, present	представляти, подавати
illustrations	малюнки	reflect, illustrate	відображати
references	посилання	arrange	класифікувати
list of literature	список літератури	be followed	слідувати за
subheadings under the chapters	підзаголовки до глав	be referred (to)	посилатися на ...

Introductory part. Historical background

the article (work) under review	стаття (робота), що розглядається, рецензується
the first (second) edition	перше (друге) видання
content	зміст
publication	опубліковане видання
the main reason (why, of, for)	головна причина того, що (чому, щоб) ...
achievement	досягнення
revision	переробка, зміна
make an attempt	спробувати, намагатися
discuss, explore, handle	обговорювати, розглядати
mention	згадувати
publish	видавати
undertake	розпочинати, братися за
witness	свідчити, бути доказом
revise	переглядати, виправляти, переробляти
revised and completed edition	виправлене і доповнене видання

keep (bear) in mind	пам'ятати
is to be presumed	потрібно очікувати ...
to mention just a few	пригадуючи лише кілька ...
to (warmly) welcome	тепло вітати, радо приймати
to appear in print	виходити з друку
lately	останнім часом
the last few decades, months	останні десятиліття, місяці ...

Vocabulary and phrases to be used in discussing a scientific publication

The book (volume, handbook, text-book, article, essay) to be discussed is ...

The discussed book (volume, etc.) is ...

The articles represent papers (reports) given at the conference.

The author (editor, publisher) of the book is ...

The contributor of the journal (magazine) is ...

The book was published (edited) in 19...

The article originally appeared in (the Soviet Union; in Russian, in a journal).

The author is a well-known (distinguished, outstanding) scientist in the field of ...

The author is a Nobel prize winner (State prize winner).

The title (name) of the book is ...

The heading of the chapter (section, part) is ...

The headline (title, name, heading) of the newspaper article is ...

The book consists of ... (10) chapters (sections, parts, articles, contributions).

The book contains (includes, falls into) ... (3) parts.

The book contains a summary (a treatment of ..., a list of references, a large amount of useful information).

The book is addressed to scientific workers (professional scientists, interested laymen, undergraduates, post-graduates, those working in the field of ..., those studying the problems of ..., those familiar with the field of ..., those approaching the problems of ...).

The book is written for researchers.

Reference is made to workers (works) in.

The subject of the book is ... (includes ..., is reviewed, is covered).

The topic (theme) of the book is ...

The topic of the research (investigation, thesis) is ...

The subject matter of the book relates to (includes, is devoted to) ...

The subject matter of the book falls into two parts.

The book (the author) discusses (deals with, is concerned with, covers, considers, gives consideration to, describes, gives an accurate description of, outlines, emphasizes, places emphasis on) the problem of ...

The book provides the reader with some data on ... (some material on ..., some information on ..., an introduction to ..., a discussion of ..., a treatment of ..., a study of ..., a summary of ..., some details on ..., a useful bibliography, a list (set) of references, key references).

A careful account is given of ...

A detailed description is given of the theory method of ...

A thorough description is given of

Much attention is given to ...

Little attention is given to ...

Of particular (special, great, little) interest is the method of ...

Of particular interest is the theory (discussion, treatment) of ...

Of great (little) importance is the method of ...

It is notable (noteworthy, praiseworthy, fortunate, unfortunate, a mistake, a slight disappointment, to the author's credit) that ...

The author has succeeded in showing (providing, presenting) the results of ...

The author failed to show (to exhibit, to provide, to present, to give an account of, to direct our attention to) ...

The author (editor, publisher, proof-reader) is to blame for the drawbacks in the book.

The book suffers from some mistakes (errors, limitations, shortcomings, careless proof-reading).

In spite of these drawbacks the book is a useful reference work (a valuable source of ready information).

In spite of these drawbacks the book was useful to (helpful to) ...

The book begins with a discussion of (chapter on, introduction to) ...

The book begins with introductory notes (remarks).

The book ends with a discussion of ...

In conclusion (in summary, summarizing) the author ...

The purpose (aim, object) of the book is to provide ...

The book aims to provide (acquaint, present, show) ...

The book is profusely (poorly) illustrated with diagrams (tables, colour plates, photographs, sketches).

The author (editor) is to be congratulated on the success of the book (the timeliness of the book, producing this book).

Task 4

Translate the following sentences into (from) Ukrainian:

(VARIANT I)

1. The book constitutes a critical review of the presidential policy.
2. New approaches in management are especially emphasized.
3. The work treats and summarizes the knowledge on natural phenomena.
4. The information is given as part of synthetic whole.

5. The book comprises four parts. / The book is comprised of four parts.
6. The monograph covers large information on innovation management.
7. З першої до останньої глави наводяться численні приклади, які ілюструють проблему, що розглядається.
8. Робота являє собою критичний огляд і теоретичний підсумок усіх даних і результатів, отриманих у цій галузі.

(VARIANT II)

1. Introduction is followed by the chapters devoted to analysis of the literature on the problem.
2. In part one the significance of new methods in laser medicine is discussed.
3. The second section deals with progressive methods in analytical chemistry.
4. Reasons of the latest terrorist acts are analysed in the third part.
5. The last part extensively covers a very important problem of human cloning.
6. The final section of the work discusses ways of solving the problem.
7. Тут подається обґрунтування для застосування цієї методики.
8. За вступом йдуть глави, присвячені загальній характеристиці проблеми у сучасній психології.

(VARIANT III)

1. Much material on personnel management is presented in the book under review.
2. The paper constitutes a thorough discussion on environment pollution.
3. The book gives a general background for investigating the problem.
4. The information on is given as a part of ...
5. The authors undertook the complete revision of the second edition.
6. Although the publication is dated 2004, the book first appeared in print in 2002.
7. Книга відображає сучасний стан фундаментальних досліджень у цій надзвичайно важливій галузі.
8. У роботі розглядаються основні теоретичні положення, які стосуються питань еволюції.

(VARIANT IV)

1. The last few decades have witnessed an increase of importance.
2. The book / work under review is an outstanding achievement in the field of political science.

3. The chapters provide interesting regarding due to the original approach and rich contents.
4. The main achievement of the work lies in a very profound treatment of the experimental material.
5. The due regards are given to results obtained with electron microscope.
6. The coverage of the book is extremely wide.
7. Робота являє собою критичний огляд і теоретичний підсумок усіх даних і результатів, отриманих у цій галузі.
8. Монографія охоплює значну частину матеріалу, судячи з численних підзаголовків до глав.

(VARIANT V)

1. The coverage of the book is extremely wide.
2. The presentation of morphological evidence is usually successful.
3. A few of the reference are given to the long out-dated publications.
4. The information concerning the problem is erroneous.
5. The absence of theoretical treatment is disappointing, apparently practical, matters are of more interest for the author.
6. Unpardonable are numerous misprints and mistakes which can bring to the erroneous understanding.
7. Тут подається обґрунтування для застосування цієї методики.
8. У перших двох главах цієї роботи йдеться про основні теоретичні положення.

BLOCK V

INSTRUCTIONS FOR WRITING RESEARCH PAPERS

Here, the general strategy of writing a research paper is outlined. Following this strategy will help organizing your ideas in specialized scientific writing.

ABSTRACTS

For writing an abstract related to your current research choose one of the two possible structures below:

STRUCTURE 1

1. Give a basic introduction to your research area, which can be understood by researchers in any discipline. (1–2 sentences).
2. Provide more detailed background for researchers in your field. (1–2).
3. Clearly state your main result. (1 sentence).
4. Explain what your main result reveals and / or adds when compared to the current literature. (2–3 sentences).
5. Put your results into a more general context and explain the implications. (1–2 sentences).

STRUCTURE 2

1. Begin by saying what you did plus introduce one key result, i.e. begin with information that the reader does NOT already know. (1–2 sentences).
2. Introduce the background by connecting in some way to what you said in your introductory sentence/s. (1 sentence).
3. Use the background information (which the reader may or may not already know) to justify what you did, and outline your methodology (and materials where appropriate). (1–2 sentences).
4. Provide some more information regarding your results. (1–2 sentences).
5. Tell the reader the implications of your results. (1–2 sentences).

INTRODUCTIONS

To write your own introductions try to follow the structure below. You may decide to leave out some of the stages.

1. Define the topic, suggest why it is important and of interest and / or give some brief historical background. (1–3 sentences).
2. Outline the accepted state of the art plus the problem to be resolved (i.e. the gap). (2–4 sentences).
3. State your major objectives, i.e. how you intend to fill the gap. (1–2 sentences).
4. Introduce the background literature that you intend to refer to in order to give the rationale behind your research. Ensure you make reference to

current insufficient knowledge of your topic. For example, you may think a particular study did not investigate some necessary aspect of the area, or how the authors failed to notice some problem with their results. (an appropriate number of sentences).

5. Make a clear statement of how what your paper represents an advance on current knowledge, and what your objective is. (2–4 sentences).
6. Announce / Preview the main results of your work. (1–4 sentences).
7. Give the structure of your paper. (3–4 very short sentences).

CREATING VARIETY WHEN OUTLINING THE STRUCTURE OF THE PAPER

The introduction of a paper typically ends with an outline of how the paper is organized. How does the author of the text below create variety in his description of the structure?

For some years the community has encouraged collaborative clinical trials.

In this section we describe the first of two unreported results on such trials that we believe deserve publication. Then, in Section 2, we outline the broad perspectives that have shaped the direction of the literature on clinical trials.

Section 3 answers the question: “Under what circumstances have trials been carried out since the introduction of the new norms?”.

Finally, we draw some conclusions in Section 4. We believe that this is the first time that such an approach has been applied to an analysis of clinical trials.

OUTLINING THE STRUCTURE OF THE PAPER

On this step you should write a description of the structure of a paper based on the following information.

The rest of the paper is organized as follows. The second section presents the theoretical hypotheses, based on the economics of media markets and communication studies. The third section describes the empirical methodology and the data sources, while the fourth presents the results. The last section draws some conclusions, and discusses the limitations and the possible extensions of the analysis.

SURVEY OF THE LITERATURE

Then a survey of the literature should be given following this structure:

- Introduction to aspect 1 (i.e. one specific area of research within the field).
- Support from the literature regarding Aspect 1.
- Mini summary explaining how your work represents an advance on what is already known.
- Introduction to Aspect 2, and so on.

METHODOLOGY / EXPERIMENTAL

Methods section is written by answering some or all of the questions below. The first subsection may be a general overview of the methods chosen, how they relate to the literature and why you chose them. Then in each subsequent subsection one must:

- Preview the part of the procedure / method you are talking about.
- Detail what was done and justify your choices.
- Point out any precautions taken.
- Discuss any limitations in your method or problems you encountered.
- Highlight the benefits of your methods (perhaps in comparison to other authors' approaches).

1. What / Who did I study? What hypotheses was I testing?
2. Where did I carry out this study and what characteristics did this location have?
3. How did I design my experiment / sampling and what assumptions did I make?
4. What variable was I measuring and why?
5. How did I handle / house / treat my materials / subjects? What kind of care / precautions were taken?
6. What equipment did I use (plus modifications) and where did this equipment come from (vendor source)?
7. What protocol did I use for collecting my data?
8. How did I analyse the data? Statistical procedures? Mathematical equations? Software?
9. What probability did I use to decide significance?
10. What references to the literature could I give to save me having to describe something in detail?
11. What difficulties did I encounter?

RESULTS

Then a results section follows according to this structure:

1. Highlight those results (including those from controls) that answer your research question.
2. Outline secondary results.
3. Give supporting information.
4. Mention any results that contradict your hypothesis and explain why they are anomalous.

Discussion: 1

Discussion section is organized by answering some or all of the questions below.

1. Do my data support what I set out to demonstrate at the beginning of the paper?
2. How do my findings compare with what others have found? How consistent are they?
3. What is my personal interpretation of my findings?
4. What other possible interpretations are there?
5. What are the limitations of my study? What other factors could have influenced my findings? Have I reported everything that could make my findings valid or invalid?
6. Do any of the interpretations reveal a possible flaw (i.e. defect, error) in my experiment?
7. Do my interpretations contribute some new understanding of the problem that I have investigated? In which case do they suggest a shortcoming in, or an advance on, the work of others?
8. What external validity do my findings have? How could my findings be generalized to other areas?
9. What possible implications or applications do my findings have?
10. What further research would be needed to explain the issues raised by my findings? Will I do this research myself or do I want to throw it open to the community?

Discussion: 2

The discussion section follows according to the structure below:

1. Statement of principal findings.
2. Strengths and weaknesses of the study.
3. Strengths and weaknesses in relation to other studies: important differences in results.
4. Meaning of the study: possible explanations and implications for clinicians and policymakers.
5. Unanswered questions and future research.

Conclusions: 1

Conclusions section follows the structure below:

1. Revisit briefly the most important findings pointing out how these advance your field from the present state of knowledge.
2. Make a final judgment on the importance and significance of those findings in terms of their implications and impact, along with possible applications to other areas.
3. Indicate the limitations of your study (though the Discussion may be a more appropriate place to do this).
4. Suggest improvements (perhaps in relation to the limitations).
5. Recommend lines for future work (either for the author, and / or the community).

Conclusions: 2

Then a paragraph summarizing one or more of the following points is written. The last few sentences should:

- Outline a general conclusion.
- Suggest some implications.
- Indicate lines of “future work”.

ACKNOWLEDGEMENTS

An acknowledgement section by including some or all of the following is finally written.

- Sources of funds.
- People who gave significant technical help (e.g. in the design of your experiment, in providing materials).
- People who gave ideas, suggestions, interpretations etc.
- The anonymous reviewers.

(VARIANT I)

Task 5

Insert the words below into the spaces:

addresses, aim, aimed at, aims to, continuation, feasibility study, framework, propose, scope, targeted, this end, undertook

1. Our _____ is to provide a short, practical analysis of how this language is used.
2. This article _____ define the difference between a hazard and a danger.
3. This article is the result of a _____ investigating ...
4. This work _____ the problems inherent in ...
5. This work is a direct _____ of the work begun by Zappata [2014].
6. To _____ we have tried to ...
7. We have _____ funding as being our main priority.
8. We _____ a new code for calculating the number of hours required.
9. We _____ this study to ...
10. Within the _____ of these criteria, we propose to ...
11. Defining P and Q falls outside the _____ of this article.
12. It is _____ students of engineering.

Task 5A

Insert the words below into the spaces:

calls into question, compared, conducted, contend, drawbacks, expected, findings, hypothesis, notes, observations, raises many questions, shortcomings, underway

1. Spencer et al. _____ a similar experiment with dogs.
2. As might have been _____, contradictory _____ were shown.
3. This _____ about whether live subjects should be used.
4. Smith and Jones _____ France and Italy, and found them to be ...
5. Their group _____ some past assumptions about the use of animal testing.
6. Burgess, an authority on schizophrenia, _____ that one of the major _____ to adopting this system is ...
7. Many experts _____, however, that his evidence is not conclusive.
8. A related _____ holds that the love of money is equal to evil, suggesting that ...
9. Other _____ indicate that this explanation is insufficient ...
10. The _____ of this method have been clearly recognized and experimentation is _____ to provide ...

Task 5B

Insert the words below into the spaces:

compelling evidence, incredible breakthrough, indisputable reasons, new and convincing argument, novel, particularly important, to date no work has been published, undeniable evidence, very exciting proposition

1. It can be stated that these experiments have provided _____ of an autonomic link-up of the limbic area.
2. Major changes in the business processes and the organizational models are, of course, _____ for drastic decisions regarding the information systems used by the organization.
3. The latter finding is _____ in the sense that it cannot readily be explained socioculturally, thus presenting a _____ for brain-based etiology of this disorder.
4. The possibility of contributing to change the way we communicate with machines is a _____.
5. These observations provide _____ that a massive black hole exists at the centre of NGC4258.
6. _____ on the role of circulating miRNAs in breast cancer – an area where, if feasible, their use as _____ minimally invasive biomarkers would be an _____ in our management of this disease.

(VARIANT II)

Task 5

Match the phrases (1–12) with functions (A–D):

- (A) Establishing why your topic (X) is important.
- (B) Outlining the past-present history of the study of X (no direct references to the literature).
- (C) Outlining the possible future of X.
- (D) Indicating the gap in knowledge and possible limitations.

1. A neglected area in the field of analytical chemistry is ...
2. Although this approach is interesting, it fails to take into account three critical factors.
3. By 2025, computers will have become redundant.
4. Concerns have arisen which call into question the validity of ...
5. Despite this interest, no one to the best of our knowledge has studied ...
6. Few researchers have addressed the issue of ...
7. GISs have many applications in the field of ...
8. However, there has been little discussion on ...
9. In the next few years Nigeria is likely to have become ...
10. It is not yet known whether these problems will be solved in the near future.
11. It is well known that psychologists tend to ...
12. Moreover, other approaches have failed to provide ...

Task 5A

Insert the words below into the spaces:

call, henceforth named, hereafter, i.e., known as, mean by, namely, refer to, so-called, term

1. The _____ “informatics” is meant to describe any kind of action which ...
2. The goals (_____ “annotations”) are to ...
3. The European Community, _____ the EC, is ...
4. The goals, which we shall _____ as “annotations”, are clearly ...
5. What the authors _____ “significant” is not clear.
6. The sources, which we shall _____ “founts”, are ...
7. These are called “societies”, but are also _____ “firms”.
8. The fonts, _____ the form of the characters are of various types.
9. There are three different types, _____: round, square and oblong.
10. In our model, these _____ “checkers” were used to verify whether ...

Task 5B

Decide which category (A–C), each of the phrases below (1–16) belongs to:

- (A) *Admitting limitations.*
- (B) *Explaining and justifying undesired or unexpected results.*
- (C) *Minimizing undesired or unexpected results.*

1. A major source of uncertainty is in the method used to ...
2. Although performance was not optimal, we nevertheless believe that ...
3. As anticipated, there were some discrepancies.
4. As is well known, these types of children are extremely difficult to control, therefore ...
5. Despite the limitations of this method, and consequently the poor results in Test 2, our findings do nevertheless suggest that ...
6. Since this was only a preliminary attempt to scan the brain, it is hardly surprising that ...
7. It is plausible that a number of limitations could have influenced the results obtained.
8. The performance was rather disappointing.
9. The prime cause of the discrepancy is the result of ...
10. The unexpectedly high level of contamination is without any doubt due to ...
11. There are several possible explanations for this finding.
12. These discrepancies are of no real consequence due to the fact that ...
13. This apparent lack of correlation can be attributed to ...
14. This may have happened because we had not examined the data in enough depth.
15. Unfortunately, we were unable to investigate the significant relationships of X and Y further because ...
16. We are aware that our research may have two limitations. The first is ... The second is ... These limitations are evidence of the difficulty of collecting data on ...

(VARIANT III)

Task 5

Decide which category (A–C), each of the phrases below (1–13) belongs to:

- (D) *Admitting limitations.*
- (E) *Explaining and justifying undesired or unexpected results.*
- (F) *Minimizing undesired or unexpected results.*

1. Most studies have only focused on China to the detriment of India.
2. Psychometric tests are a critical part of the job interview process.

3. Recent developments regarding the future of the Internet have led to ...
4. Roses are among the most well-known flowers on the planet.
5. Since 2012 there has been a rapid in the use of nanotechnologies.
6. The first studies in child psychology saw children as ...
7. The Indonesian economy has received much attention in the past decade due to ...
8. The last two years have witnessed a huge growth in the number of studies on this topic.
9. The main characteristics of bilinguals are: ...
10. The next decade is likely to see a considerable rise in unemployment.
11. There is little or no general agreement on ...
12. There is still considerable controversy surrounding ...
13. Traditionally, the focus on bilingualism has always been ...

Task 5A

Insert the words below into the spaces:

complete with, customization, data were obtained, equipped with, fitted with, fully integrated, incorporates, instrument, is made up of, tailored

1. The _____ utilized was a DX model.
2. The apparatus _____ three inputs and two outputs.
3. The system comes _____ a bionic vibrator.
4. The _____ by using a Beckman XRZ vers. 2.1.
5. It is _____ two compartments.
6. It also comes _____ its own dynamo.
7. This machine _____ the latest technological advances.
8. It has a _____ support mechanism.
9. It has been _____ for use with children with disabilities.
10. _____ is available to suit requirements.

Task 5B

Insert the words below into the spaces. They must have a similar meaning to the other words in bold:

apparent, are presented, below, chart, details, highlights, illustrated, indicate, note, summarizes

1. Table 1 **compares** / **lists** / **details** / _____ the data on the progress of the patients.
2. Table 2 **proves** / **shows** / **demonstrates** / **illustrates** / _____ that developed countries create more than 3,000 times more toxic waste than most developing countries.

3. Figure 1 **presents / reports / shows / _____** the data on the first set of findings.
4. Figure 3 **pinpoints / _____** exactly where X meets Y.
5. **As shown / highlighted / _____ / detailed /** can be seen in Fig. 1, the value of ...
6. The results on X **can be seen / are compared / _____** in Fig. 1.
7. From the **graph / photo / _____ / histogram** we can see / note that ...
8. It is **clear / _____** from Fig. 1 that ...
9. We **observe / _____** from Table 1 that ...
10. The graph **to the left / to the right / above / _____** shows that ...

(VARIANT IV)

Task 5

In each sentence delete the one word / phrase that is not appropriate / grammatical:

1. This paper **outlines / proposes / describes / discovers / presents** a new approach to ...
2. This paper **validates / examines / seeks to address / focuses on / discusses / investigates** how to solve ...
3. This paper is **an overview of / a review of / a report on / a preliminary attempt** how bilinguals separate the two languages while talking.
4. The aim of our work is to further / **extend / widen / broaden / amplify** current knowledge of ...
5. This paper **takes a new look at / re-examines / revisits / informs / sheds new light** on how politicians use their power.
6. In the literature, 'psychotic' **usually refers / often refers / is usually referred to** a patient who ...
7. Vitous [2015] has **provided / put forward / put down / proposed** a new definition of X, in which ...
8. In the literature **there lacks of a general definition of X / a general definition of X is lacking / there is no clear definition of X.**
9. **In their seminal / ground-breaking / cutting edge / state-of-the-art paper** of 2001, Peters and Jones ...
10. Experiments on X were **conducted / carried on / carried out / performed** on X in 2009 by a group of researchers from ...
11. More recent evidence [Obama, 2013] **shows / suggests / investigates / highlights / reveals / proposes** that ...
12. He **claims / argues / criticizes / maintains / suggests / points out / underlines** that ...
13. Kamos's [23] assumptions seem to be **sensitive / realistic / well founded / well-grounded / plausible / reasonable / acceptable.**

14. Many experts contend, **however / instead / on the one hand**, that this evidence is not conclusive.
15. This has led authors **as / such as / for example / for instance** Mithran [32], Yasmin [34] and Hai [35] to investigate ...

Task 5A

Insert the words below into the spaces:

following, having, integrating, reducing, resulting, selecting, speaking, subtracting, taking, using

1. The samples were prepared _____ Jude [2012].
2. The third mixture was prepared _____ the same procedure as for the first.
3. The criteria for _____ the subjects to participate in the survey were:
...
4. By _____ the amount of liquid to the minimum, the mixture becomes more solid.
5. Generally _____, our results show that bankers have no social conscience.
6. The _____ solution to this problem can be expressed as ...
7. _____ the results together we have that: ...
8. _____ advantage of the properties of gold, we can now.
9. _____ the first result from the second, we obtain ...
10. _____ these features meant that we could ...

Task 5B

Insert the words below into the spaces:

can be illustrated, classic example, example, for example, illustrates, illustration, include, including, such as

1. A _____ of this stereotype is that women have more difficulty reading maps than men.
2. This is a yet another _____ of the infinite levels of greed of the financial community.
3. The graph in Figure 1 _____ this point clearly.
4. This fact _____ briefly by looking at ...
5. Those living in impoverished inner-city areas may be prone to violence for a number of reasons. They may, _____, have never been employed ...
6. Another _____ of what we mean is ...

7. Countries that have adopted this policy _____ Ecuador, Columbia and Bolivia.
8. This policy has been adopted by many countries _____ Ecuador, Columbia and Bolivia.
9. Several South American countries, _____ Ecuador and Bolivia, have adopted this policy.

(VARIANT V)

Task 5

Insert the words below into the spaces:

approach, attention, claimed, critical issues, developed, emphasis, failed, led, literature, pointed out, review paper, was among the first, work, would support

1. In this _____ only the highlights of the last 4 years, with _____ on novel techniques, will be discussed.
2. A recent review of the _____ on this topic found that ...
3. Much _____ on the potential of nanotechnology has been carried out, yet there are still some _____ which need to be resolved.
4. In the traditional _____, X is used to define Y.
5. In the last few years more _____ has been given to the pitfalls of monolingualism.
6. Doyle (2015) _____ to ...
7. As _____ by Wallwork, this will only occur if ...
8. He _____ that this is the consequence of mismanagement, but he _____ to provide adequate proof of this finding.
9. This _____ Marchesi et al. to the following conclusion ... and this _____ the hypothesis that ...

Task 5A

Insert a suitable word from the list below into the spaces:

appropriate, complicated, concern, conjectures, drawback, flawed, misleading, shortcomings, speculative, weakness

1. The _____ of their method have been clearly recognized.
2. A serious _____ with this argument, however, is that ...
3. Their approach is not _____ for those kinds of patients.
4. Their experiments were _____ by the fact that they were almost impossible to replicate.
5. This then is the major _____ to their experiments.
6. Such a _____ assumption can lead to serious consequences with regard to ...

7. Their claims seem to be somewhat _____.
8. In our view, their findings are only _____ based on unsubstantiated assumptions.
9. Their attempts to solve this simple problem are unnecessarily _____.
10. An even greater source of _____ is the fact that ...

Task 5B

Insert the words and phrases below into the spaces:

- (a) *advice in the early stages of this work gratefully*
- (b) *indebted to*
- (c) *support*
- (d) *technical assistance*
- (e) *valuable suggestions and discussions*
- (f) *was made possible*
- (g) *we would like to thank*
- (h) *within the framework*
- (i) *worked alongside*

1. This work was carried out _____ of an EU project and was partly sponsored by ...
2. This research _____ by a grant from ...
3. _____ was given by the Institute of X, who funded the work in its initial stages.
4. _____ the following people for their support, without whose help this work would never have been possible.
5. We _____ acknowledge the constructive comments of the anonymous referees.
6. We are _____ Dr. Alvarez for ...
7. We thank / are grateful to / gratefully acknowledge Dr. Y for her _____.
8. Thanks are also due to Prof. X, who gave us much valuable _____.
9. Dr. Y _____ our staff during this research project.
10. We also thank Prof. Lim for her _____ in all our experimental work.

BLOCK VI WRITING AN ABSTRACT

A **research paper** (or **journal**) **abstract** (Ukr. *анотація*) is a short account of a research paper placed before it. In contrast to the abstracts, which appear in abstracting journals, the research article abstract is written by the author of a paper. The “relatives” of the journal abstract are: the **summary**, the **conference abstract**, and the **synopsis** — a shorter version of a document that usually mirrors the organization of the full text.

The journal abstract performs a number of important functions. It:

- *serves as a short version of the paper, which provides the most important information;*
- *helps, therefore, the potential audience to decide whether to read the whole article or not;*
- *prepares the reader for reading a full text by giving an idea of what to expect;*
- *serves as a reference after the paper has been read.*

Nowadays, abstracts are widely used in electronic storage and retrieval systems and by on-line information services. Their role in dissemination and circulation of written research products is further increasing in the information age.

The journal abstract has certain textual and linguistic characteristics. It:

- *consists of a single paragraph;*
- *contains 4–10 full sentences;*
- *tends to avoid the first person and to use impersonal active constructions (e.g., “This research shows ...”) or passive voice (e.g., “The data were analyzed ...”);*
- *rarely uses negative sentences;*
- *uses meta-text (e.g., “This paper investigates ...”);*
- *avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);*
- *does not cite by number or refer by number to anything from the text of the paper.*

The most frequent tense used in abstracts is the present tense. It is used to state facts, describe methods, make comparisons, and give results.

The past tense is preferred when reference is made to the author's own experiments, calculations, observations, etc.

Journal abstracts are often divided into **informative** and **indicative** abstracts. The informative abstract includes main findings and various specifics such as measurements or quantities. This type of abstract often accompanies research reports and looks itself like a report in miniature.

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type

often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts also exists.

The structure for the English journal abstract includes the following moves:

1. *Situating the research* (e.g., by stating current knowledge in the field or a research problem).
2. *Presenting the research* (e.g., by indicating its main purpose or main features).
3. *Describing its methodology*.
4. *Summarizing the results*.
5. *Discussing the research* (by drawing conclusions and/or giving recommendations).

However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper.

Task 6

(VARIANTS I–V)

Read the abstracts with identified moves and answer the questions that follow:

A) *Presenting the research* Treating a printed circuit board (PCB) as a thin flexible rectangular plate, we evaluate its dynamic response to periodic shock loads applied to the support contour. The effect of the load periodicity on the amplitudes, accelerations, and stresses is analyzed for transient and steady-state damped linear vibrations, as well as for steady-state undamped nonlinear vibrations. Summarizing the results it is shown that the transient nonresonant linear response can exceed the steady-state response by up to two times, and that the linear approach can be misleading in the case of a nondeformable support contour and intense loading. *Discussing the research* The obtained results can be of help when evaluating the accelerations, experienced by surface mounted electronic components and devices, and the dynamic stresses in a PCB of the given type, dimensions, and support conditions.

B) *Situating the research* A crucial event in the historical evolution of scientific English was the birth of the scientific journal. This event and its early rhetorical consequences have been well described in recent research. In contrast, few details are known concerning subsequent developments in scientific writing from the eighteenth century onward. *Presenting the research* In this paper, the changing language and rhetoric of medical research reporting over the last 250 years are characterized and the underlying causes of these changes investigated. *Describing its methodology* Research articles from the *Edinburgh Medical Journal*, the oldest continuing medical journal in English, constitute the corpus in this study.

Sampling took place at seven intervals between 1735 and 1985, with two types of data analysis being performed—rhetorical text analysis focusing on the

broad genre characteristics of articles; and linguistic analysis of these articles registrar features using Biber's system of text analysis.

Summarizing the results Results indicate that the linguistic rhetorical evolution of medical research writing can be accounted for on the basis of the changing epistemological norms of medical knowledge, the growth of a professional medical community, and the periodic redefinition of medicine vis-a-vis the non-medical sciences.

1. *How can you characterize the above abstracts in terms of being informative/indicative ?*
2. *What moves do all the three abstracts share?*
3. *What instances of meta-text (reference to the text/research itself) can you find in the texts?*
4. *What tense is most frequently used in the abstracts? What other tenses are used (and why)?*
5. *Which of the abstracts seems to advertise the research? What are the linguistic signs of self-promotion in this abstract?*

Task 6A

(VARIANTS I–V)

Write your own short abstract (5–7 sentences) on the results of your master research.

APPENDIX

MLA STYLE OF DOCUMENTATION

You need to document the sources of your information, not only in research papers but also in shorter essays in which you mention just a few books, articles, or other sources to illustrate a point or support your case.

MLA (Modern Language Association) style for the humanities is recommended in Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 5th ed. (New York: MLA, 1999) and on the MLA Web site, <<http://www.mla.org>>.

Two Basic Features of MLA Style

1. *In the text of your paper* include the following information each time you cite a source: the last name(s) of the author (or authors); the page number(s) where the information is located in a print source. However, do not include the abbreviation "p." (or "pp.") or the word *page* (or *pages*).

2. *At the end of your paper*, include a list, alphabetized by authors' last names, of all the sources you refer to in the paper. Begin the list on a new page and title it "*Works Cited*".

NOTE: Use endnotes (at the end of the paper) or footnotes (at the bottom of each page or at the end of each chapter) only for supplementary comments and information, not for regular source citations. Number information notes consecutively in your text with a raised (superscript) numeral as in the previous sentence. Indent the first line of each numbered note. The following double-spaced endnote example corresponds to the superscript number above.

MLA author/page style for in-text citations

A. One author, introduced in your text The first time you mention an author in your text, give his or her full name and, in the same sentence, a brief statement about credentials. (Thereafter, use the author's last name.) For a print source, at the end of your text sentence, give only the page number(s) in parentheses, followed by the sentence period. Cite inclusive page numbers as follows: 35-36; 257-58; 100-01; 305-06; 299-300.

The sociologist Ruth Sidel's interviews with young women provide examples of what Sidel sees as an "impossible dream" (19).

When a quotation includes a question mark or an exclamation point, also include a period after the citation:

Mrs. Bridge wonders, "Is my daughter mine?" (Connell 135).

B. Author not introduced in your text If you do not mention the author while introducing the reference, include the author's last name in the parentheses before the page number, with no comma between them.

Many young women, from all races and classes, have taken on the idea of the American Dream, however difficult it might be for them to achieve it (Sidel 19-20).

C. More than one author For a work with two or three authors, include all the names, either in your text sentence or in parentheses.

(Lakoff and Johnson 42)

(Hare, Moran, and Koepke 226-28)

For a work with four or more authors, use only the first author's name followed by "et al." (The Latin words *et al* mean "and others.")

Researchers have established a link between success at work and the pleasure derived from community service (Bellah et al. 196-99).

D. Author with more than one work cited Include the author and title of the work in your text sentence.

Alice Walker, in her book *In Search of Our Mothers' Gardens*, describes learning about Flannery O'Connor (43-59).

Alternatively, include in your parenthetical reference the author's last name, followed by a comma, an abbreviated form of the title, and the page number.

O'Connor's house still stands and is looked after by a caretaker (Walker, *In Search* 57).

E. Work in an edited anthology Cite the author of the included or reprinted work (not the editor of the anthology) and the page number in the anthology.

Des Pres asserts that "heroism is not necessarily a romantic notion" (20).

F. Work cited indirectly in another source Use "qtd. In" (for "quoted in") at the beginning of your parenthetical citation, followed by the last name of the author of the source in which you find the reference (the indirect source) and the page number. List the indirect source in your list of works cited. With the following example, Smith would be included in the list of works cited, not Britton.

The words we use simply appear, as James Britton says, "at the point of utterance" (qtd. in Smith 108).

G. Reference to the whole work and not to one specific page Use the author's name alone.

Diaries tell us about people's everyday lives and the worlds they create (Mallon).

H. Work only one page long If an article is only one page long, cite the author's name alone; include the page number in your works cited list.

I. No author named To refer to the work in your text sentence, give the complete title. Use a short title to refer to the work mentioned in parentheses.

According to *The Far East and Australasia 1996*, the Buddhist calendar is the official calendar in Sri Lanka (38). The Buddhist calendar is the official calendar in Sri Lanka (*Far East* 38).

J. Electronic and Internet sources Electronic database material and Internet sources, which appear on a screen, have no stable page numbers that apply across systems or when printed. If your source as it appears on the screen

includes no text divisions, numbered pages, or numbered paragraphs, simply provide the author's name.

Science writer Stephen Hart describes how researchers Edward Taub and Thomas Ebert conclude that practicing music "remaps the brain." With no page number to indicate the end of your citation, though, you must be careful to define where your citation ends and your own commentary takes over. See 9.

If possible, locate material by the internal headings of the source (for example, introduction, chapter, section). Give paragraph numbers only if they are supplied in the source, abbreviated to "par." or "pars" and then include the total number of numbered paragraphs in your works cited list.

Kay also discusses powerless rulers and argues that the world of King Edward II is presented "as an admonitory negative example for the present" (par. 3).

K. Other nonprint sources For radio or TV programs, interviews, films, computer software, recordings, and other nonprint sources, include only the title or author (or, in some cases, the interviewer, interviewee, director, performer, or producer, and so on, corresponding to the first element of the information you provide in the entry in your list of works cited).

The director suggests that dying is not necessarily a depressing subject for a play (Jones).

L. Work produced by a business or corporation Give the complete name of the organization in your text or a shortened form in parentheses.

The College Entrance Examination Board (CEEB) assures students that the test "reflects the type of work you will do when you get to college" (4).

Students are assured that the tasks on the test closely resemble the tasks they will have to perform in college (College Board 4).

M. Two authors with the same last name Include each author's first initial, or the whole first name if the authors' initials are the same.

A writer can be seen as both "author" and "secretary" and the two roles can be seen as competitive (F. Smith 19).

N. Multivolume work Indicate the volume number, followed by a colon, a space, and the page number. List the number of volumes in your works cited list.

Barr and Feigenbaum note that "the concept of translation from one language to another by machine is older than the computer itself" (1: 233).

O. More than one work in one citation Include all the citations, separated with semicolons. Avoid making the list too long.

The links between a name and ancestry have occupied many writers and researchers (Waters 65; Antin 188).

P. Personal communication such as a letter, an interview, e-mail, or a conversation In your text, give the name of the person you communicated with. In your works cited list, list the type of communication after the author or title.

According to George Kane, Director of ZDNet University, online courses are often less expensive than courses in actual classrooms. Q. *Classic works of literature and poetry* Include

information so readers may locate material in whatever edition they are using.

FOR A NOVEL Give the chapter number as well as the page number in the edition you used; (104; ch. 3).

FOR A POEM Give line numbers, not page numbers: (lines 62-73). Subsequent line references can omit the word *lines*. Include up to three lines of poetry in your text, separated by a slash with a space on each side (/). For four or more lines of poetry, begin on a new line and indent the whole passage ten spaces from the left, double-spaced and with no quotation marks.

FOR CLASSIC POEMS, SUCH AS THE ILIAD Give the book or part, followed by line numbers, not page numbers: (8.21-25).

FOR A VERSE PLAY Give act, scene, and line numbers, using arabic numerals: (Tjmspest 4.1.156-58).

R. The Bible Give book, chapter, and verse(s) in your text — Genesis 27.29 — or abbreviate the book in a parenthetical citation (Gen. 27.29). Do not underline the title of a book in the Bible. Include an entry in your works cited list only if you do not use the King James Version as your source.

The MLA list of works cited

The references you make in your text to sources are very brief — usually only the author's last name and a page number — to allow the readers to continue reading without interruption. For complete information about the source, your readers can use your brief in-text citation as a guide to the full bibliographical reference in the list of works cited at the end of your paper.

What to Do in the MLA List of Works Cited

1. List only works you have actually cited in the text of your paper. Do not number the entries.

2. Begin the list on a new numbered page after the last page of the paper or any endnotes. Center the heading (Works Cited) without quotation marks, underlining, or a period.

3. List works alphabetically by author's last name. List works with no stated author by the first main word of each entry.

4. Begin each entry with the author's name, last name first (or the corporate name or the title of the work if no author is stated). Omit titles (“Dr.”) or degrees, but include a suffix like “Jr.” or a Roman numeral, as in “Patterson, Peter, III.” Give names of authors after the first in normal order.

5. If you include several works by one author, list them alphabetically by title and give the author's name only in the first entry. For all other entries, use three hyphens followed by a period.

6. Indent all lines of each entry, except the first, one-half inch (or five spaces). A word processor can provide these “hanging indents.” Double-space throughout. For online documents, use no indentation at all. HTML does not

support hanging indents well. Instead, follow each bibliographical entry with a line space.

7. Separate the main parts of each entry — author, title, publishing information — with a period, followed by one space.

8. Capitalize all words in titles of books and articles except *a*, *an*, *the*, coordinating conjunctions such as *and* and *but*, *to* in an infinitive, and prepositions (such as *in*, *to*, *for*, *with*, *without*, *against*) unless they begin or end the title or subtitle.

9. Underline the titles of books and the names of journal and magazines. Use italics instead if your instructor approves and if your printer makes a clear distinction from regular type. Use italics for titles in all Web publications.

10. Give inclusive page numbers for articles and sections of books, but do not use “p.” (“pp.”) or the word *page* (or *pages*) before page numbers in any reference. For page citations over 100 and sharing the first number, use only the last two digits for the second number (for instance, 683-89, but 798-805). For an unpaginated work, write “n. pag.”

BOOKS

1. Book with one author On the title page of the book and on the copyright page, you will find the necessary information for an entry. Use the most recent copyright date and list only the first city on the title page. Use a shortened form of the publisher's name; usually one word is sufficient: *Houghton*, not Houghton Mifflin; *Basic*, not Basic Books. For university presses, use the abbreviations “U” and “P” with no periods.

Author. Title of Book. City of Publication: Publisher, Year.

2. Book with two or more authors Separate the names with commas. Reverse the order of only the first author's name.

Lakoff, George, and Mark Johnson. *Metaphors We Live By*. Chicago: U of Chicago P, 1980.

With four or more authors, either list all the names or use only the first author's name followed by “*et al.*” (Latin for “*and others*”).

Bellah, Robert N., et al. *Habits of the Heart: Individualism and Commitment in American Life*. Berkeley: U of California P, 1985.

3. Book with editor or editors Include the abbreviation “*ed.*” or “*eds.*”

Gates, Henry Louis, Jr., ed. *Classic Slave Narratives*. New York: NAL, 1987.

With four or more editors, use the name of only the first, followed by a comma and “*et al.*”

4. Author and editor When an editor has prepared an author's work for publication, list the book under the author's name(s) if you cite the author's work. Then, in your listing, include the name(s) of the editor or editors after the title, introduced by “*Ed.*” (“*edited by*”) for one or more editors.

Bishop, Elizabeth. *One Art: Letters*. Ed. Robert Giroux. New York: Farrar, 1994.

If you cite a section written by the editor, such as a chapter introduction or a note, list the source under the name of the editor.

Giroux, Robert, ed. *One Art: Letters*. By Elizabeth Bishop. New York: Farrar, 1994.

5. One work in an anthology (original or reprinted) For a work included in an anthology, first list the author and title of the included work. Follow this with the title of the anthology, the name of the editor(s), publication information (place, publisher, date) for the anthology, and then the pages in the anthology covered by the work you refer to.

Des Pres, Terrence. "Poetry and Politics." *The Writer in Our World*. Ed. Reginald Gibbons. Boston: Atlantic Monthly, 1986. 17-29.

If the work in the anthology is a reprint of a previously published scholarly article, supply the complete information for both the original publication and the reprint in the anthology.

Raimes, Ann. "Out of the Woods: Emerging Traditions in the Teaching of Writing." *TESOL Quarterly* 25 (1991): 407-30. Rpt. in *Writing in a Second Language*. Ed. Bruce Leeds. New York: Longman, 1996. 10-26.

6. More than one work in an anthology, cross-referenced If you refer to more than one work from the same anthology, list the anthology separately, and list each essay with a cross-reference to the anthology.

Des Pres, Terrence. "Poetry and Politics." Gibbons 17-29.
Gibbons, Reginald, ed. *The Writer in Our World*. Boston: Atlantic Monthly, 1986. Walcott, Derek. "A Colonial's-Eye View of America." Gibbons 73-77.

7. Reference book For a well-known reference book, give only the edition number and the year of publication. When articles in an encyclopedia are arranged alphabetically, omit page numbers.

"Multiculturalism." *Columbia Encyclopedia*. 5th ed. 1993.

8. Book with no author named Put the title first. Do not consider the words *A*, *An*, and *The* in alphabetizing the entries. The following entry would be alphabetized under *C*.

The Chicago Manual of Style. 14th ed. Chicago: U of Chicago P, 1993.

9. Book written by a business organization or corporation Alphabetize by the name of the corporate author. If the publisher is the same as the author, include the name again as publisher.

College Entrance Examination Board. *Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language*. New York: College Entrance Examination Board, 1996.

10. Translated book After the title, include "*Trans.*" followed by the name of the translator, not in inverted order.

Grass, Ginter. *Novemberland: Selected Poems, 1956-1993*. Trans. Michael Hamburger. San Diego: Harcourt, 1996.

11. Multivolume work If you refer to more than one volume of a multivolume work, give the number of volumes (“vols.”) after the title.

Barr, Avon, and Edward A. Feigenbaum'. *The Handbook of Artificial Intelligence*. 4 vols. Reading: Addison-Wesley, 1981-86.

If you refer to only one volume, limit the information in the entry to that one volume.

Richardson, John. *A Life of Picasso*. Vol. 1. New York: Random House, 1991.

12. Book in a series Give the name of the series after the book title.

Connor, Ulla. *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing*. The Cambridge Applied Linguistics Series. New York: Cambridge UP, 1996.

13. Book published under a publisher's imprint State the names of both the imprint (the publisher within a larger publishing enterprise) and the larger publishing house, separated by a hyphen.

Krakauer, Jon. *Into the Wild*. New York: Anchor-Doubleday, 1997.

14. Foreword, preface, introduction, or afterword List the name of the author of the book element cited, followed by the name of the element, with no quotation marks. Give the title of the work; then use *By* to introduce the name of the author(s) of the book (first name first). After the publication information, give inclusive page numbers for the book element cited.

Hemenway, Robert. Introduction. *Dust Tracks on a Road: An Autobiography*. By Zora Neale Hurston. Urbana: U of Illinois P, 1984. ix-xxxix.

15. Republished book Give the original date of publication after the title and the reprint date at the end.

Walker, Alice. *The Color Purple*. 1982. New York: Pocket, 1985.

16. Book not in first edition Give edition number (*ed.*) after title.

Raimes, Ann. *Keys for Writers*. 2nd ed. Boston: Houghton, 1999.

17. Book title including a title Do not underline a book title included in the title you list. (However, if the title of a short work, such as a poem or short story, is included, enclose it in quotation marks.)

Hays, Kevin J., ed. *The Critical Response to Herman Melville's Moby Dick*. Westport: Greenwood, 1994.

18. Government publication If no author is named, begin the entry with the name of the federal, state, or local government, followed by the agency. “GPO” stands for “Government Printing Office.”

United States. Department of Labor. Women's Bureau. *Earnings Differences between Men and Women*. Washington: GPO, 1993.

19. Dissertation For an unpublished dissertation, follow the title (in quotation marks) with “Diss.” and the university and date.

Hidalgo, Stephen Paul. “Vietnam War Poetry: A Genre of Witness.” Diss. U of Notre Dame, 1995.

Cite a published dissertation as you would a book, with place of publication, publisher, and date, but also include dissertation information after the title (for example, "*Diss. U of California, 1998.*").

If the dissertation is published by University Microfilms International (UMI), underline the title and include "*Ann Arbor: UMI,*" the date, and the order number at the end of the entry.

Diaz-Greenberg, Rosario. *The Emergence of Voice in Latino High School Students*. Diss. U of San Francisco. 1996. Ann Arbor: UMI, 1996. 9611612.

If you cite an abstract published in *Dissertation Abstracts International*, give the relevant volume number and page number.

Hidalgo, Stephen Paul. "Vietnam War Poetry: A Genre of Witness." Diss. U of Notre Dame, 1995. DAI 56 (1995): 0931A.

ARTICLES

The conventions for listing articles differ, according to the type of publication in which they appear: newspapers, popular magazines, or scholarly journals. In all cases, omit from your citation any introductory *A*, *An*, or *The* in the name of a newspaper, magazine, or scholarly journal.

20. Article in a scholarly journal, continuously paged throughout volume For journal volumes with continuous pagination (for example, the first issue ends with page 174 and the next issue begins with page 175), give only the volume number and year.

Author. "Title of Article." Title of Journal Volume number (Year): Page(s).

21. Article in a scholarly journal, paged by issue Include the issue number after the volume number, separated by a period.

Bell, John. "Puppets and Performing Objects in The Twentieth Century." *Performing Arts Journal* 56.2 (1997): 29-46.

22. Article in a magazine or newspaper Give the complete date (day, month, and year, in that order, with no commas between them) for a newspaper and weekly or biweekly magazine. For a monthly or bimonthly magazine, give only the month and year (item 23 example). In either case, do not include volume and issue numbers. If the article is on only one page, give that page number. If the article covers two or more consecutive pages, list inclusive page numbers after any section number.

Poniatowska, Elena. "No More Fiesta of Bullets." *Nation* 28 July 1997: 23-24. Johnson, George. "Of Mice and Elephants: A Matter of Scale." *New York Times* 12 Jan. 1999: F1.

23. Article that skips pages When an article does not appear on consecutive pages (the one by Greenwald begins on page 94, runs to 105, and then skips to page 144), give only the first page number followed by a plus sign.

Greenwald, Jeff. "Thinking Big." *Wired* Aug. 1997: 94+.

24. Review Begin with the name of the author and the title of the review article, if these are available. After “*Rev. of*” provide the title and author of the work reviewed and publication information for the review.

Conover, Ted. “Flower Power.” *Rev. of The Orchid Thief*, by Susan Orlean. *New York Times Book Review* 3 Jan. 1999: 9-10.

25. Unsigned editorial or article Begin with the title. For an editorial, include the word *Editorial* after the title. In alphabetizing, ignore any initial *A*, *An*, or *The*.

“An Overdue Day in New Hampshire.” *Editorial*. *Boston Globe*. 13 Jan. 1999: A18.

26. Letter to the editor After the name of the author, write “*Letter*” or “*Reply to letter of*...” with the name of the writer of the original letter.

Hecht, Jeff. *Letter*. *Boston Globe*. 11 Jan. 1999: A14.

27. Abstract in an abstracts journal Provide exact information for the original work and add information about your source for the abstract: the title of the abstract journal, volume number, year, and item number or page number. (For dissertation abstracts, see item 19.)

Van Dyke, Jan. “Gender and Success in the American Dance World.” *Women's Studies International Forum* 19 (1996): 535-43. *Studies on Women Abstracts* 15 (1997): item 97W/081.

28. Article on microform (microfilm and microfiche) Provide as much print publication information as is available along with the name of the microfilm or microfiche and any identifying features.

Savage, David. “Indecency on Internet Faces High Court Test.” *Los Angeles Times* 16 Mar. 1997. *Newsbank: Law* (1997): fiche 34, grid A6.

CD-ROMS, DISKETTES, AND TAPES

Be sure to record the dates when the material was published or updated electronically.

29. Material from a CD-ROM or other portable medium, regularly updated, with a print source Citations should include the medium of the electronic publication (*CDROM*), the name of the vendor that made the material available on CD-ROM, and publications dates for the version used, if relevant.

Begin with the author's name, the title of the work, and whatever print publication information is available. Then include the name of the database (underlined), the type of medium (CD-ROM, diskette, or magnetic tape), the name of the producer or distributor, and the electronic publication date.

“Marriage.” *Encyclopedia Judaica*. CD-ROM. Vers. 1.0. Jerusalem: Judaica Multimedia, 1997.

30. A single-issue, nonperiodical database publication Cite material from a CDROM, diskette, or magnetic tape published as a single edition (that is, with no regular updating) in the same way you cite a book, but after the title add the medium of publication and any version or release number.

Keats, John. “To Autumn.” *Columbia Granger's World of Poetry*. CD-ROM. Rel. 3.0. New York: Columbia UP, 1999.

31. Electronic source medium not known If you do not know whether the material is on the library's hard drive or on CD-ROM, use the word *Electronic* for the medium, and give the name and sponsor of the network, followed by your date of access.

"Renaissance." 1996. Concise Columbia Electronic Encyclopedia. Electronic. ColumbiaNet. Columbia U. 9 Jan. 1998.

INTERNET SOURCES

The Web changes fast. For updated information on citing Internet sources, refer to the MLA Web site (<<http://www.mla.org>>) and the *Keys for Writers* site (<<http://www.hmco.com/college>>; click on *English* and then on *Keys*), where you will also find a template you can print or download to use to record the details of each source you find.

NOTE: If your instructor wants you to use Janice R. Walker and Todd Taylor's style for Internet citations, also known as ACW style (Alliance for Computers and Writing), consult *The Columbia Guide to Online Style* (New York: Columbia UP, 1998); also refer to <<http://www.columbia.edu/cu/cup.cgos>>.

Citing Internet Sources

1. Give enough information in a citation so that readers can follow the same path you took and will find the exact same source. Because such searching requires exact details, record as much of the following information as you can find:

- name of author, editor, or translator
- title of work
- any print publication information, including source and date, along with whatever information is available about page numbers in the print source: the range (5-15) or the number of pages (12pp) (see also item 5, following)
- title of online site, such as the title of an online journal, a scholarly project, a database, a professional Web site, a personal site (all underlined), or the name of a discussion list or forum or subscription service (not underlined)
- any version number or access number of material posted, or volume and issue number of an online journal
- date when online material was posted or updated
- name of the sponsor of the site, such as a library or university
- date when you access the source
- complete electronic address (URL) or subscription service keywords

2. Give the date you access the material as the last date in your source reference, immediately before the URL or keywords. Two dates often appear next to each other in a source reference, as in items 36 and 37: The first tells when the work was posted or updated electronically; the second gives the date you find the material.

3. Treat FTP and telnet addresses in the same way as Web addresses.

4. Break a URL for a new line only after a slash. Never insert a hyphen in a Web address (a URL) and never split a protocol (e.g., *http://*) across lines. Always enclose a URL in angle brackets.

5. Include in your citation the page numbers for any print version of the source, but for the electronic version, include page or paragraph numbers of the on-screen version *only* if they are indicated on the screen. Usually they are not, and the page numbers of your print-out of the source will not necessarily correspond to other print-outs. When no page or paragraph information for the online version appears on the screen, include no page or paragraph numbers in your list of references.

6. Request permission to use any graphics or e-mail postings you include in your paper.

Author. "Title of Web Page." Title of the Site. Editor. Date and/or Version Number. Name of Sponsoring Institution. Date of Access <URL>.

32. Online book or part of book Give whatever is available of the following: author, name of part, title of book, editor or translator (if applicable), print publication information, electronic publication information and date, date of access, and complete electronic address (*URL*).

Sherman, Chris. "Everything You Ever Wanted to Know About URL." SearchEngineWatch. Ed. Danny Sullivan. 24 Aug. 2004. 4 Sept. 2004
<<http://searchenginewatch.com/searchday/article.php/3398511>>.

33. Article in a reference database Include the title of the database, any version number, and the sponsor of the site.

"Bloomsbury group." Britannica Online. Vers. 98.2 Apr. 1998. Encyclopaedia Britannica. 7 Jan. 1999
<<http://www.eb.com:180>>.

34. Work obtained from an online subscription service Libraries subscribe to large information services such as infotrac, Ebsco Host, and Lexis-Nexis that provide abstracts and full texts of thousands of articles. Provide any print publication information, including the length (in pages) of the print version. If a URL is given, cite full details, including the name of the service, date of access, and the URL.

Borch, Brian J., and Mark J. Smith. "Pedestrian Movement and the Downtown Enclosed Shopping Center." Journal of the American Planning Association 59.1 (Winter 1993): 12pp. Infotrac SearchBank: Expanded Academic ASAP. 11 Jan. 1999
<<http://www.searchbank.com/searchbank>>.

If the service provides a direct link without giving a URL, give the name of the subscription service, date of access, and any keywords used to access the source.

"Parthenon." The Concise Columbia Electronic Encyclopedia. 3rd ed. 1994. America Online. 9 Jan. 1999. Keywords: Reference/ Encyclopedias/Columbia Concise.

If a library subscribes to a service but does not provide a URL, give the name of the library after the service and before the date of access.

35. Article in an online journal or newsletter Give the author, title of article, title of journal, volume and issue numbers, and date of issue. Include the total number of paragraphs only if paragraphs are numbered in the source, as they are for the example that follows. End with date of access and electronic address.

Kay, Dennis. "Marlowe, Edward II, and the Cult of Elizabeth." *Early Modern Literary Studies* 3.2 (Sept. 1997): 30 pars. 9 Jan. 1999 <<http://www.humanities.ualberta.ca/emls/03-2/kaymarl.html>>.

36. Article in an online magazine

Benfey, Christopher. "Values, Shmalues: Don't Mistake Pieter de Hooch for a Stodgy Moralist." *Slate* 6 Jan. 1999. 7 Jan. 1999 <<http://www.slate.com/Art/99-01-06/Art.asp>>.

37. Article in an online newspaper

Raebel, Joanna. "Personal Paths to Security." *Los Angeles Times* 5 Jan. 1999. 8 Jan. 1999 <<http://www.latimes.com/HOME/BUSINESS/WALLSTCA/t000001014.1.html>>.

38. Review, editorial, abstract, or letter in an online publication After author and title, state the type of text: *Letter, Editorial, Abstract, or Rev. of. . . by. . .* Continue with details of the electronic source.

39. Scholarly project

Perseus Project. Ed. Gregory Crane. 25 Nov. 1997. Tufts U. 10 Jan. 1999 <<http://www.perseus.tufts.edu>>.

40. Professional site

MLA on the Web. 8 Jan. 1999. Modern Language Association of America. 12 Jan. 1999 <<http://www.mla.org>>.

41. Linked site If you connect to one site from another, include "Lkd." (linked from) after the details of the source you cite, followed by the title of the document you originally accessed (in italics or underlined), along with any additional details necessary for linking. Follow this with the date of access and the URL.

Hansen, Randall S. "Indispensable Writing Resources." 15 Oct. 1998. Lkd. Keys for Writers. 2 Jan. 1999 <<http://www.hmco.com/hmco/college/english/raimes/frames/mlinkfrm.htm>>.

42. Personal Web page If the personal Web page has a title, supply it, underlined. Otherwise, use the designation *Home page*.

Kuechler, Manfred. 29 Nov. 1998. Home page. 8 Jan. 1999 <<http://maxweber.hunter.cuny.edu/socio/faculty/kuech.html>>.

43. Online posting on a discussion list (listserv), bulletin board service (BBS), Usenet, or Hypernews Give the author's name, title of document (as written in the subject line), the words *Online posting*, and the date of posting. Follow this with the name of the forum, date of access, and URL or e-mail address. For a Usenet news group, give the name of the group, beginning with the prefix *news*:

Corso, Cristin. "Alternative Currents in South American Drawing." Online posting. 13 Jan. 1998. LatinoLink Bulletin Board. 8 Jan. 1999

<<http://205.134.250.195>>.

Wolff, Donald. "Comma Rules." Online posting. 17 Nov. 1998. Writing Program Administration. 20 Nov. 1998 <WPA-L@ASUVM.INRE.ASU.EDU>.

Hollmann, Annette C. "Re: Prestained Standards for Western Blotting." Online posting. 7 Jan. 1999. 11 Jan. 1999 <news:bionet.cellbiol>.

44. Forwarded online posting To cite a forwarded document in an online posting, include author, title, and date, followed by *Fwd. by* and the name of the person forwarding the document. End with *Online posting*, the date of the forwarding, the name of the discussion group, date of access, and address of the discussion list.

Laurence, Pat. "WAC Resolution." 8 Jan. 1999. Fwd. by Carolyn Kirkpatrick. Online posting. 8 Jan. 1999. WID-TALK: A CUNY Interdisciplinary Conversation about Writing. 10 Jan. 1999 <WID-TALK@CUNYVM.CUNY.EDU>.

45. Synchronous communication When citing a source from a MUD (multiuser domain) or a MOO (multiuser domain, object-oriented), give the name of the person speaking or posting information, the type of event, title, date, forum, date of access, and telnet address or, preferably, a URL for archived material.

Delker, Natalie. Vertical file. "Cyborg Bibliography." Nov. 1997. LinguaMOO. 9 Jan. 1998 <<http://lingua.utdallas.edu/~7000/4125>>.

46. Personal e-mail message Describe the type of message after the title (if available) or after the author's name.

Kane, George. "Writing handbooks." E-mail to the author. 13 Jan. 1999.

47. Other electronic sources Identify online interviews, maps, charts, film clips, sound recordings, works of art, cartoons, and advertisements as you would sources that are not online (see items 49-57); then add electronic publication information, date of access, and the URL. For online transcripts of television and radio programs, include the word *Transcript* after the date of broadcast.

OTHER SOURCES

48. Letter, personal communication, or interview Identify the type of communication (e.g., personal interview) after the author's name.

Rogan, Helen. Letter to the author. 3 Feb. 1999. Gingold, Alfred. Telephone interview. 10 May 1999.

Cite a published letter the same way as a work in an anthology. Include the page numbers for the letter.

Bishop, Elizabeth. "To Robert Lowell." 26 Nov. 1951. *One Art: Letters*. Ed. Robert Giroux. New York: Farrar, 1994. 224-26.

49. Published or broadcast interview For print, radio, or TV interviews that have no title, include the word *Interview* after the name of the person interviewed, followed by the bibliographical information for the source.

Griffith, Melanie. Interview. Charlie Rose. PBS. WNET, New York. 14 Jan. 1999.

50. Map or chart Underline the title of the map or chart, and include the designation after the title.

Auyercjne/Limousin. Map. Paris: Michelin, 1996.

51. Film or video List the title, director, performers, and other pertinent information. End with the name of the distributor and the year of distribution.

A civil Action. Dir. Steven Zaillian. Perf. John Travolta and Robert Duvall. Touchstone Pictures and Paramount, 1998.

52. Television or radio program Give the title of the program; pertinent information about performers, writer, producer, moderator, or director; the network; and the local station and date of broadcast.

Mystery! "Cadfael 4: The Potter's Field." With Derek Jacobi. PBS. WNET, New York. 21 Jan. 1999.

53. Sound recording List the composer or author, the title of the work, the names of the artists, the production company, and the date. If the medium is not a compact disc, indicate "Audiocassette", "Audiotape", or "LP" before the name of the production company.

Scarlatti, Doir.enico. Keyboard Sonatas. Andras Schiff, piano. London, 1989.

Walker, Alice. Interview with Kay Bonetti. Audiocassette. Columbia: American Audio Prose Library, 1981.

54. Live performance Give the title of the play, the author, pertinent information about the director and performers, the theater, the location, and the date of performance. If you are citing an individual's role in the work, begin your citation with the person's name.

Wit. By Margaret Edson. Dir. Derek Anson Jones. Perf. Kathleen Chalfant. Union Square Theater, New York. 12 Jan. 1999.

Jones, Derek Anson, dir. Wit. By Margaret Edson. Perf. Kathleen Chalfant. Union Square Theater, New York. 12 Jan. 1999.

55. Work of art List the name of the artist, the title of the work, and the museum or gallery and its location.

Johns, Jasper. Racing Thoughts. Whitney Museum of American Art, New York.

56. Cartoon Include the label *Cartoon*. Follow this with the usual information about the source and give the page number on which the cartoon appears.

Chast, Roz. "1998: A Look Back." Cartoon. New Yorker 14 Dec. 1998: 14-19.

57. Advertisement Give the name of the product or company, followed by the word *Advertisement* and publication information. If a page is not numbered, write "n. pag."

Viagra. Advertisement. Time 11 Jan. 1999: n. pag.

FINAL TASK

Read the questions you may be asked and practice answering them as fully as you can.

1. Have you chosen your dissertation topic?
2. Have you defined the subject of your thesis?
3. When did you start working at your thesis on this subject?
4. How long will it take you to complete the thesis?
5. Have you got any scientific publications?
6. How many published works have you got?
7. Have you decided on the structure and contents of your thesis yet?
8. How many chapters will there be in your thesis?
9. When are you supposed to submit your thesis?
10. When will you have to give in the author's abstract?
11. Have you passed any of your degree exams yet?
12. Which of the subjects (philosophy, English, speciality) do you find more difficult?
13. What mark did you get in English at your state exam?
14. Will you go on learning English on passing your exam?
15. How long have you been studying for your English exam?
16. Who helped you in your studies?
17. What foreign periodicals do you use in your work?
18. Who is your scientific supervisor?
19. What is the essence of your scientific work?
20. What part of your paper are you working now on?

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1. Adrian Wallwork. English for Writing Research Papers (English for Academic Research) – Springer; 2nd ed. 2016. – 400 p.
2. Business English = Англійська мова для ділового спілкування : Інтенсивний курс : навч. посіб. / Ю.А. Гапон. – К. : Вид-во Європ. ун-ту, 2003. – 230 с.
3. David Porter. Check Your Vocabulary for Academic English – Macmillan Education, 2008. – 80 p.
4. Michael McCarthy, Jeanne McCarten, David Clark, Rachel Clark. Grammar for Business with Audio CD – Cambridge University Press, 2011. – 272p.
5. Reference Book in Academic Writing for Graduate Students = Посібник з академічного письма для студентів магістеріуму, Укл. Білозерова О., Бріскіна Л., Китаєва С., Мазін Д., Федорів Я., Швидка Г. – Національний університет «Києво-Могилянська академія» УКМА 2007. – 101 с.
6. Бахов І. С. English Grammar Practice = Практикум з граматики англійської мови. – 2-ге вид., переробл. і допов. – К. : МАУП, 2006. – 216 с.
7. Борщовецька В. Д. Англійська мова : навч. посіб. / Борщовецька В. Д. – К. : Центр учбової літератури, 2008. – 154 с.
8. Ільченко О. М. Англійська мова для науковців. Семантика. Прагматика. Переклад. The Language of Science: К. : Наукова Думка НАН України, 2010. – 288 с.
9. Яхонтова Т. В. Основи англомовного наукового письма : навч. посіб. для студентів, аспірантів і науковців / Яхонтова Т. В. – Вид. 2-ге. – Львів : ПАІС, 2003. – 220 с.