



Національний університет  
водного господарства  
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Міністерство освіти і науки України  
Національний університет водного господарства та  
природокористування  
Кафедра іноземних мов

**06-09-58М**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

та навчальні завдання

для практичних занять і самостійної роботи  
з навчальної дисципліни «Англійська мова»  
для здобувачів вищої освіти третього (освітньо-наукового) рівня  
за освітньо-науковою програмою підготовки доктор філософії  
(PhD) галузі знань 20 «Аграрні науки та продовольство»  
спеціальності 201 «Агрономія»

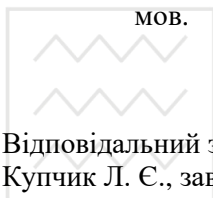
Рекомендовано  
науково-методичною  
радою з якості ННІАЗ  
Протокол № 4  
від «14» грудня 2021 р.

Рівне – 2021



Методичні рекомендації та навчальні завдання для практичних занять і самостійної роботи з дисципліни «Англійська мова» для здобувачів вищої освіти третього (освітньо-наукового) рівня за освітньо-науковою програмою підготовки доктор філософії (PhD) галузі знань 20 «Аграрні науки та продовольство» спеціальності 201 «Агрономія» [Електронне видання] / Купчик Л. Є., Крутько Т. В., Літвінчук А. Т. – Рівне : НУВГП, 2021. – 47 с.

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## Вступ

Навчальна дисципліна «Англійська мова» спрямована на формування навичок, які дозволять студентам третього рівня вищої освіти (рівня PhD) вільно комунікувати з міжнародною науковою спільнотою, демонструючи результати своїх досліджень у письмовій та усній формах.

Дані методичні рекомендації та навчальні завдання спрямовані на:

- поглиблення навичок критичного аналізу англійської наукової літератури і оволодіння необхідною граматикою та фахово-орієнтованою лексикою;

- формування стратегій пошуку та аналізу наукової інформації,

- вивчення основ академічного письма, структурних, мовних, комунікативних та риторичних особливостей текстів, що належать до різних жанрів, зокрема наукового;

- практичне оволодіння мовними навичками для підготовки ефективної письмової заявки для участі у міжнародних наукових конференціях, покращення навичок мовлення і письма для підготовки різних видів наукових презентацій, коментування даних, відповідей на питання під час дискусій з теми фаху;

- продукування і правильне оформлення різножанрових наукових текстів англійською мовою (тез, статей, анотацій, рефератів, розділів дисертацій) відповідно до сучасних вимог.

Методичні рекомендації та навчальні завдання складаються з трьох частин: вступної, теоретичної та практичної і окреслюють мінімум практичних знань, необхідних для аналізу наукової літератури, читання графіків, таблиць, статистичних даних тощо, підготовки, написання та презентації оригінальних результатів власних наукових розвідок.



## LEAD-IN

### Task 1. Answer the questions.

1. What is your mother tongue?
2. Can you speak any other language apart from your mother tongue?
3. Are you bilingual?
4. What are the advantages of bilingual people?
5. How do you learn foreign languages? Do you have any strategies of learning foreign languages?
6. Why are you learning English?
7. Have you had any experience in communicating in English with foreigners?

### Task 2. Read the text and respond to the questions.

1. Do you agree on the importance of English in the field of science?
2. What are the advantages of communicating in English on scientific matters?
3. Is it a scientific or newspaper article? Why?

### The Hidden Bias of Science's Universal Language

*Hiutter-Koros, A., The Atlantic, August 21, 2015*

The vast majority of scientific papers today are published in English. What gets lost when other languages get left out?

Newton's *Principia Mathematica* was written in Latin; Einstein's first influential papers were written in German; Marie Curie's work was published in French. Yet today, most scientific research around the world is published in a single language, English.

Since the middle of the last century, things have shifted in the global scientific community. English is now so prevalent that in some non-English speaking countries, like Germany, France, and Spain, English-language academic papers outnumber publications in the country's own language several times over. In the Netherlands, one of the more extreme examples, this ratio is an astonishing 40 to 1.

A 2012 study from the scientific-research publication *Research Trends* examined articles collected by SCOPUS, the world's largest database for peer-reviewed journals. To qualify for inclusion in



SCOPUS, a journal published in a language other than English must at the very least include English abstracts; of the more than 21,000 articles from 239 countries currently in the database, the study found that 80 percent were written entirely in English. Zeroing in on eight countries that produce a high number of scientific journals, the study also found that the ratio of English to non-English articles in the past few years had increased or remained stable in all but one.

This gulf between English and the other languages means that non-English articles, when they get written at all, may reach a more limited audience. On SCImago Journal Rank – a system that ranks scientific journals by prestige, based on the citations their articles receive elsewhere – all of the top 50 journals are published in English and originate from either the U.S. or the U.K.

Scientists who want to produce influential, globally recognized work most likely need to publish in English.

In short, scientists who want to produce influential, globally recognized work most likely need to publish in English – which means they'll also likely have to attend English-language conferences, read English-language papers, and have English-language discussions. In a 2005 case study of Korean scientists living in the U.K., the researcher Kumju Hwang, then at the University of Leeds, wrote: "The reason that [non-native English-speaking scientists] have to use English, at a cost of extra time and effort, is closely related to their continued efforts to be recognized as having internationally compatible quality and to gain the highest possible reputation."

In many countries, college-level science education is now conducted in English – partially because studying science in English is good preparation for a future scientific career, and partially because the necessary words often don't exist in any other language. A 2014 report from the University of Oxford found that the use of English as the primary language of education in non-English speaking countries is on the rise, a phenomenon more prevalent in higher education but also increasingly present in primary and secondary schools.



But even with English-language science education around the world, non-native speakers are still often at a disadvantage.

“Processing the content of the lectures in a different language required a big energetic investment, and a whole lot more concentration than I am used to in my own language,” said Monseratt Lopez, a McGill University biophysicist originally from Mexico.

“I was also shy to communicate with researchers, from fear of not understanding quite well what they were saying,” she added.

“Reading a research paper would take me a whole day or two as opposed to a couple of hours.”

Sean Perera, a researcher in science communication from the Australian National University, described the current situation this way: “The English language plays a dominant role, one could even call it a hegemony ... As a consequence, minimal room or no room at all is allowed to communicators of other languages to participate in science in their own voice – they are compelled to translate their ideas into English.”

**Task 3. Read the whole article on <https://www.theatlantic.com/science/archive/2015/08/english-universal-language-science-research/400919/>, learn about the use of different languages in the world of science throughout history and present your findings in class.**

## FROM THEORY ...

### **Поради до виконання різних видів перекладу науково-технічної літератури**

Розрізняють три основних види перекладу науково-технічної літератури: повний, анотаційний, реферативний.

#### **Повний переклад**

Повний письмовий переклад – це основний і найбільш поширений вид перекладу. Метою повного письмового перекладу є отримання ідентичного тексту іншою (у нашому випадку – англійською) мовою. Повний переклад передає смисловий зміст оригіналу без пропусків і скорочень.



Повний переклад наукового тексту здійснюють за такими етапами: читання всього тексту з метою усвідомлення змісту; поділ тексту на завершені за змістом частини, їхній переклад; стилістичне редагування повного тексту (слід оформити текст відповідно до норм літературної мови, усунути повтори; усі терміни і назви мають бути однозначними; якщо думку можна висловити кількома способами, перевагу слід віддати стислому; якщо іншомовне слово можна без шкоди для змісту замінити українським, то варто це зробити).

Повний переклад збирає весь текстовий матеріал і структуру тексту чи твору мови оригіналу, отже не допускаються навіть невимушені спрощення великих речень чи їхній переказ, хоча речення можуть бути трансформовані, якщо цього вимагає мова перекладу.

### **Анотаційний переклад**

Анотаційний переклад – це стисла характеристика оригіналу, що є переліком основних питань, іноді містить критичну оцінку. Такий переклад дає фахівцеві уявлення про характер оригіналу (наукова стаття, технічний опис, науково-популярна книга), про його структуру (які питання розглянуто, у якій послідовності, висновки автора), про призначення, актуальність оригіналу, обґрунтованість висновків тощо. Обсяг анотації не може перевищувати 500 друкованих знаків.

Слово анотація походить від латинського *annotatio* – примітка. Анотація – це коротка, стисла характеристика змісту та перелік основних питань книги, статті, рукопису тощо. Отже, анотація повинна дати читачу уявлення про характер, її будову та призначення оригіналу.

### **Лексико-граматичні особливості анотації:**

- вживання складних (складносурядних та складно-підрядних) речень;
- вживання дієприкметникових та дієприслівникових зворотів;
- вживання пасивного стану дієслів;
- вживання кліше, тобто часто вживаних у мета-текстах слів та словосполучень.



### Структура анотації:

#### I. Вступна частина, яка включає вихідні дані:

- назву статті;
- прізвище та ім'я автора на українській мові;
- назву статті, прізвище та ім'я на мові оригіналу;
- назву журналу або книги, видавництво на мові оригіналу;
- рік, місяць, число, номер періодичного видання;
- кількість сторінок.

#### II. Основна частина, в якій:

- формулюється тематичне поле (проблематика), до якого належить стаття;
- називаються основні питання статті;
- визначається головна проблема, дається її дуже стисла характеристика та задум автора статті.

#### III. Заключна частина, яка містить:

- висновок автора про статтю в цілому;
- посилання на адресата статті.

Нижче наведені найбільш поширені **кліше**, які вживаються у відповідній частині англomовної анотації.

### **I.**

#### a) The title of the article is...

It is written by prof... and published in London in the  
*journal..., No.3, vol.4, 2011*  
*magazine..., No.3, vol.4, 2011*  
*collection of articles ... by... editorial house in 2011*  
*book ... by... editorial house in 2011*

on pp.3-10

#### b) The article... by prof... is published in the journal..., in N.Y., pp.5-10.

### **II.**

#### a) The article

*deals with*  
*discusses*  
*touches*  
*discloses*  
*is devoted to*

the problem of ...

The text tells us about ...





b) Disclosing the problem the author dwells on (upon) such matters as...

The major	<i>points matters problems issues</i>	of the text are the following: ...
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c) The author	<i>pays special attention to ... draws readers' attention to ...</i>
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<i>Much Great Special</i>	attention is paid to...
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The author	<i>concentrates on, focuses on stresses, underlines, emphasises points out dwells on (upon) distinguishes between speaks in details gives the classification</i>
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### III.

a) As far as I am an expert in ... I

<i>consider believe suppose think guess</i>	the article to be of some (great) interest for ...
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b)	<i>In my opinion From my point of view To my mind</i>	the article is of	<i>great some</i>	interest for
	<i>the students in Economics the specialists in... a wide range of readers</i>			

### Реферативний переклад

Реферативний переклад – 1) письмовий переклад заздалегідь відібраних частин оригіналу, що складають зв'язний текст; 2) виклад основних положень змісту оригіналу, що



супроводжується висновками й оцінкою. Реферативний переклад у 5-10 і більше разів коротший за оригінал.

З однієї сторони, реферативний переклад є формою реферування та змістовою редукцією тексту. З іншої сторони, він підпадає під означення перекладу як передачі інформації, яка знаходиться у деякому творі, засобами іншої мови.

Відповідно до першого з визначень терміну «реферативний переклад» існують наступні основні етапи його підготовки:

- виділення ключових фрагментів;
- повне або часткове перефразування частини виділених ключових фрагментів;

Згідно з другим визначенням терміну «реферативний переклад» робота над ним відбувається за такою схемою:

- докладне вивчення оригіналу;
- виклад змісту оригіналу за власним планом, який повинен відображати:

- проблематику тексту;
- основні питання твору;
- акценти, які, з точки зору аспіранта/аспірантки, заслуговують на особливу увагу;
- формулювання висновків, можливе висловлення оцінки.

Слід відмітити, що хоча в анотації та рефераті є певні спільні риси (обидва ці види творів належать до наукових мета-текстів), їхньою головною відмінністю є те, що при реферативному перекладі основні мікротеми повинні бути не лише визначеними, як в анотаційному перекладі, але й повинні розкриватися більш обширно.

Якщо в оригіналі є малюнки, креслення, то потрібно вибрати найбільш важливі і пояснити їх при перекладі.

### **Підготовка глосарію**

Під час читання англomовної оригінальної літератури (як при усній здачі перекладу, так і при підготовці реферату) аспірант/ка виписує незнайомі слова у словник.

На наступному етапі з усього масиву незнайомих слів слід виділити терміни, що стосуються конкретної спеціальності. Це можуть бути як окремі слова, так і словосполучення. Далі ці



термінологічні одиниці потрібно організувати в англо-український словник, розмістивши їх в алфавітному порядку.

Словник, який включається в реферат, повинен містити не менше 100 термінів.

### **Моя наукова робота The PhD Thesis**

Кваліфікаційна наукова робота є найважливішою частиною докторського наукового ступеня: це, власне, результат трьох-чотирьох років повної роботи, спрямованої на створення оригінального внеску у вашу академічну сферу.

Першим розділом *кваліфікаційної роботи* зазвичай буде огляд літератури.

Після завершення огляду літератури переходять до основної частини кваліфікаційної роботи. Звичайно, до здійсненого огляду повертаються, для того щоб переконатися, що він оновлений і містить будь-який додатковий матеріал, з яким можна зіткнутися під час дослідження.

Що відрізняє кваліфікаційну наукову роботу від попередньої роботи в університеті, яку ви виконували, так це той факт, що вона повинна представляти собою оригінальний внесок у академічні знання. Форма, яку набуде цей оригінальний внесок, значною мірою буде залежати від вашої спеціальності.

Відповідно до характеру дослідження, можна «записувати» свої думки/висновки в процесі роботи або залишити це до спеціального періоду «записування», як правило, на третьому році підготовки кваліфікаційної роботи.

### **СТРУКТУРА КВАЛІФІКАЦІЙНОЇ НАУКОВОЇ РОБОТИ**

Загальний шаблон, якого дотримуються у процесі написання кваліфікаційної роботи:

**ВСТУП** – у ньому визначаються ключові цілі вашого проекту, чому робота є важливою і який її оригінальний внесок у знання. У цій частині можна запропонувати абстрактний аргумент, який розвиватиметься у наступних розділах.

**ОГЛЯД ЛІТЕРАТУРИ** – Вступ зазвичай веде до написання огляду літератури. Тут окреслюється науковий контекст роботи.



**ОСНОВНА ЧАСТИНА.** Після завершення ознайомлення з дослідженням, переходять до основної частини дисертації, де узагальнюють результати та пояснюють аргументи. Деякі кваліфікаційні роботи також містять окремі розділи про методологію та/або відтворення отриманих даних. Інші розвивають аргументацію на низці етапів, спираючись на джерела та результати, якщо вони доречні.

**ВИСНОВОК.** Дисертація закінчиться останньою главою, яка об'єднує різні елементи аргументації та докази. Автор переконує у важливості роботи та її надзвичайно важливому оригінальному внеску в науку. Тут зазначають потенціал для подальшої роботи або можливості застосувати свої висновки за межами академічних кіл.

**БІБЛІОГРАФІЯ ТА ДОДАТКИ** – наприкінці кваліфікаційної роботи потрібно включити повний список книг, статей та даних, на які здійснено посилання в бібліографії. Також можна надати додаткову інформацію у вигляді додатків.

Варто знати: Experience from Abroad

### *PhD Thesis Feedback*

Your supervisor will usually give you feedback on each chapter draft, and then feedback on the overall completed dissertation draft before you submit it for examination. When the thesis is a work-in-progress, their comments will be a chance for them to make sure your research is going in the right direction and for you to ask their advice on anything you're concerned about. This feedback will normally be given in the form of a supervisory meeting.

Although your PhD supervisor will be happy to give you advice on your work, you shouldn't expect them to be an editor – it's not their responsibility to correct grammatical or spelling mistakes, and you should make sure any drafts you submit to them are as error-free as possible. Similarly, they won't be willing to edit your work down to fit a particular word count.

### *Finishing your PhD thesis*

When you've finished the final draft of your doctoral thesis and it's been approved by your supervisor, you'll submit it for examination. This is when it's sent to the examiners who will conduct your viva.



Submitting your thesis involves printing enough copies for your examiners and the university's repository. Don't leave this until the last minute – printing multiple copies of a 300-page document is a substantial undertaking and you should always allow enough time to account for any possible glitches or issues with the printing process.

Your viva will usually take place within three months of submitting your thesis. After your viva, your examiners will give you a report that confirms whether or not you need to make any changes to your thesis, with several different potential outcomes:

*Pass* – You've received your doctoral qualification!

*Minor corrections* – These are usually fairly small edits, tweaks and improvements to your thesis, which you'll be given three months to implement

*Major corrections* – For these substantial changes, you may have to rewrite part of your dissertation or complete extra research, with a six-month deadline

Most PhD students will need to fix some corrections with their thesis (hopefully not major ones). It's very rare for a dissertation to be failed.

(3a <https://www.findaphd.com/advice/doing/phd-thesis.aspx>)

### **Рекомендації щодо складання та презентації повідомлення**

Готуючи реферат, слід включити в нього повідомлення англійською мовою про своє наукове дослідження. Дане повідомлення оцінюється у 2 формах, а саме:

- у письмовому вигляді (у рефераті), де перевіряється рівень вмінь письма, вміння складати наукові звіти, письмові документи тощо;
- при усній презентації наукової роботи демонструються навички монологічного та діалогічного мовлення.

Письмовий варіант повідомлення слугує базою для розповіді про різні аспекти наукової роботи аспіранта/аспірантки на екзаміні.



## Лексико-термінологічний матеріал, необхідний для повідомлення про свою наукову роботу

### My Research Work

- |  |  |
|--|--|
| 1. I am a  | 1. Я   |
| – <i>post-graduate student</i>                                   | – <i>аспірант/ка</i>   |
| – <i>post-graduate</i>   | – <i>аспірант/ка</i>   |
| – <i>research student</i>  | – <i>пошуковець</i>  |
| – <i>research student on probation</i>                           | – <i>стажист-дослідник</i>                                       |
| – <i>a probationer</i>   | – <i>стажист-дослідник</i>                                       |
| 2. I have been working as ... for two years                      | 2. Я працюю ... протягом 2 років                                 |
| 3. I started research under professor X                          | 3. Я розпочав дослідження під керівництвом професора X           |
| – <i>while a student</i>   | – <i>ще студентом</i>  |
| – <i>while at the University</i>                                 | – <i>навчаючись в університеті</i>                               |
| 4. Prof. X did distinguished research in ...                     | 4. Проф. X провів видатні дослідження в галузі ...               |
| 5. He  | 5. Він   |
| – <i>delivers lectures on ...</i>                                | – <i>читає лекції з ...</i>                                      |
| – <i>gives lectures on ...</i>                                   | – <i>читає лекції з ...</i>                                      |
| – <i>he lectures on ...</i>                                      | – <i>читає лекції з ...</i>                                      |
| 6. Last year I took my post-graduate course at the Department of | 6. Минулого року я поступив в аспірантуру на кафедру             |
| – <i>Geodesy</i>   | – <i>геодезії</i>  |
| – <i>Building Materials</i>                                      | – <i>будівельних матеріалів</i>                                  |
| 7. I am doing my post-graduate research under Prof. X.           | 7. Я проводжу аспірантське дослідження під керівництвом проф. X. |
| 8. I specialise in ...   | 8. Я спеціалізуюся в галузі ...                                  |
| 9. I work in the field of ...                                    | 9. Я працюю в галузі ...   |
| 10. I take an interest in ...                                    | 10. Я цікавлюся ...  |
| 11. I am interested in ...                                       | 11. Я цікавлюся ...  |
| 12. I am   | 12.  |
| – <i>most interested in ...</i>                                  | – <i>Найбільше мене цікавлять</i>                                |
| – <i>especially interested in ...</i>                            | – <i>Мене особливо цікавлять ...</i>                             |



- |  |   |
|--|---|
| <p><b>13.</b> While at the University, I joined the student scientific society</p> <p><b>14.</b> There I made some reports on the results of my experiments and studies</p> <p><b>15.</b> I read some papers at the student scientific conferences</p> <p><b>16.</b> They were published later on</p> <p><b>17.</b> Since then I have been engaged in research</p> <p><b>18.</b> I am doing research on the problem of ...</p> <p><b>19.</b> I am working hard on the problem of ...</p> <p><b>20.</b> This work is</p> <ul style="list-style-type: none"><li>– <i>in a preliminary stage</i></li><li>– <i>in progress</i></li><li>– <i>nearing completion</i></li></ul> <p><b>21.</b> I worked a great deal in the</p> <ul style="list-style-type: none"><li>– <i>library of our University</i></li><li>– <i>regional scientific library</i></li></ul> <p><b>22.</b> I started by</p> <ul style="list-style-type: none"><li>– <i>reading special literature</i></li><li>– <i>collecting different theoretical material on the problem</i></li><li>– <i>collecting interesting facts</i></li><li>– <i>collecting, arranging and analysing the data and information obtained</i></li></ul> <p><b>23.</b> We are carrying out some interesting experiments</p> <p><b>24.</b> We hope to receive some reliable data</p> | <p><b>13.</b> Ще в університеті я вступив в студентське наукове товариство</p> <p><b>14.</b> Там я робив доповіді за результатами дослідження та експериментів</p> <p><b>15.</b> Я читав доповіді на студентських наук. конференціях</p> <p><b>16.</b> Пізніше вони були опубліковані</p> <p><b>17.</b> З того часу я займаюся науковою роботою</p> <p><b>18.</b> Я проводжу дослідження з проблеми ...</p> <p><b>19.</b> Я наполегливо працюю над проблемою ...</p> <p><b>20.</b> Моя робота</p> <ul style="list-style-type: none"><li>– <i>на початковому етапі</i></li><li>– <i>в процесі</i></li><li>– <i>наближається до завершення</i></li></ul> <p><b>21.</b> Я багато працював в</p> <ul style="list-style-type: none"><li>– <i>бібліотеці університету</i></li><li>– <i>обласній науковій бібліотеці</i></li></ul> <p><b>22.</b> Я розпочав з</p> <ul style="list-style-type: none"><li>– <i>читання спец. літератури</i></li><li>– <i>збору теоретичного матеріалу з проблеми</i></li><li>– <i>підбору цікавих фактів</i></li><li>– <i>збору, систематизації та аналізу отриманих даних</i></li></ul> <p><b>23.</b> Ми проводимо цікаві експерименти</p> <p><b>24.</b> Ми сподіваємося отримати достовірні дані</p> |
|--|---|



- |  |  |
|--|--|
| 25. We have developed quite a new approach to the problem  | 25. Ми розробили новий підхід до цієї проблеми   |
| 26. I am through with the experimental part of my work   | 26. Я закінчив експериментальну частину роботи   |
| 27. I have completed the experimental part of my work  | 27. Я закінчив експериментальну частину роботи   |
| 28. I have thoroughly analysed all data and facts obtained   | 28. Я ретельно проаналізував отримані дані та факти  |
| 29. When I encounter some difficulties in my research, I consult my supervisor whose advice is always most helpful | 29. Коли я стикаюся з труднощами в роботі, я консультуюся з науковим керівником, поради якого є дуже корисними |
| 30. I am<br>– <i>working for my thesis</i><br>– <i>doing my dissertation</i>                                       | 30. Я<br>– <i>працюю над дисертацією</i><br>– <i>працюю над дисертацією</i>                                    |
| 31. I have started working for my thesis this year   | 31. Я розпочав роботу над дисертацією цього року   |
| 32. I started doing my dissertation 2 years ago  | 32. Я розпочав роботу над дисертацією 2 роки тому  |

### ... TO PRACTICE

**Task 1. Complete each sentence with the best form of the verb 'be'.**

1. Throughout history, there \_\_\_\_ scientists who have suggested that women are less intelligent because their brains are smaller.
2. Test results show that there \_\_\_\_ little difference in the abilities of boys and girls under 7 years of age.
3. There \_\_\_\_ 250,000 teenagers involved in the OECD test administered in 2003.
4. There \_\_\_\_ no significant differences in the results for boys and girls in half the countries tested.
5. There \_\_\_\_ undoubtedly \_\_\_\_ further studies into the learning abilities of males and females.





**Task 2. Complete the following sentences by putting the verb in brackets into the most appropriate tense.**

1. The number of students choosing Business \_\_\_\_ (increase) considerably throughout the 1980s.
2. If the trend continues, by 2025 the percentage of graduates \_\_\_\_ (double).
3. For the last five years, on the job training \_\_\_\_ (rise) steadily.
4. Figures for this year \_\_\_\_ (reveal) a slight drop.
5. In the next decade, the ratio of males to females \_\_\_\_ (level off).
6. The table shows that retraining \_\_\_\_ (grow) for the last 30 years.
7. The proportion of non-Asian students \_\_\_\_ (decline) gradually in 2000 but this year it \_\_\_\_ (remain stable).
8. The cost of subsidies, which \_\_\_\_ (fall) throughout the 1990s, \_\_\_\_ (begin) to rocket in 2000.

**Task 3. Put the verbs in brackets into an appropriate passive tense.**

Did you know?

1. To meet the demand for hardwood, 4.5 million hectares of rainforest \_\_\_\_ (log) each year. Hardwoods take hundreds of years to mature, so they \_\_\_\_ (cannot/easily/replace).
2. Topsoil can take 1000 years to develop, and yet it \_\_\_\_ (can/destroy) in less than 10 years.
3. The rainforest contains such a density of plants that it \_\_\_\_ (call) 'the lungs of the world'. The atmosphere on which life depends \_\_\_\_ (create) by the exchange of oxygen and carbon dioxide which takes place when sunlight \_\_\_\_ (convert) into energy.
4. Forests absorb solar energy. Now that they are disappearing, the 'shininess' of the earth's surface \_\_\_\_ (alter). As a consequence, in the near future wind currents and rainfall \_\_\_\_ (disrupt) and weather patterns worldwide \_\_\_\_ (affect).



**Task 4. Complete the text with passive verbs from the box in the appropriate tense.**

cause	devise	give	heat (2)	measure	rate (2)
-------	--------	------	----------	---------	----------

Wind is a natural current of air which *is caused* (0) by differences in air pressure within the earth's atmosphere. Wind occurs when air flows from an area of high pressure to an area of low pressure. Wind can be global or local. Certain parts of the earth (1)\_\_\_\_\_ more than others by the sun, causing air to rise and creating an area of low pressure. Air flowing from high pressure areas to these areas of lower pressure creates wind. Wind occurs near water because the air above the land (2)\_\_\_\_\_ more than the air above the water. Winds that always happen at the same time or in the same way (3)\_\_\_\_\_ names, for example, the mistral in southern France and the sirocco in North Africa. Wind speed (4)\_\_\_\_\_ using a rating system called the Beaufort scale. The scale, which (5)\_\_\_\_\_ by Sir Francis Beaufort, a British admiral, describes wind behavior at various speeds: a calm day (6)\_\_\_\_\_ as zero while a hurricane (7)\_\_\_\_\_ as 12 on the scale.

**Task 5. Complete the text with the correct form of the verb in brackets. Use the active or passive voice as appropriate.**

It's not just employees who \_\_\_\_\_ (1 catch out) on Facebook and find their jobs in peril. Company managers need to be wary of how their postings (2 might interpret). Managers \_\_\_\_\_ (3 expose) boasting about underpaying workers and competing with other managers for who \_\_\_\_\_ (4 spend) the fewest number of hours in the office. In one example, a department store manager \_\_\_\_\_ (5 video) himself posing as a shoplifter in the very store he worked in, and \_\_\_\_\_ (6 make) it into a 'how-do' video uploaded for public view online. The security department of the store \_\_\_\_\_ (7 inform) and used the content of the video to \_\_\_\_\_ (8 improve) their anti-theft measures. The store's owner was appreciative – a thank-you note to the manager \_\_\_\_\_ (9 include) along with the notice informing him that his employment \_\_\_\_\_ (10 terminate), effective immediately. There's a great deal \_\_\_\_\_ (11 gain) by thinking twice before pressing the 'upload' button. \_\_\_\_\_ (12 sack) for something so obviously irresponsible is perhaps not too high a price to pay.



**Task 6. Open the brackets and use the verbs either in Infinitive (to V) or Gerund (Ving) form either in active or in passive Voice.**

1. The weather is unlikely \_\_\_\_\_ in the next few days. (improve)
2. We had no trouble \_\_\_\_\_ your address – your directions were perfectly clear. (find)
3. It's impossible \_\_\_\_\_ an exact measurement but we can give an estimate. (give)
4. This is surprising given that organisations invest huge amounts of money in \_\_\_\_\_ packaging that they believe is effective. (develop)
5. This requires comparatively little effort and involves \_\_\_\_\_ at only a small amount of the product information.
6. I've nearly finished the task but I forgot \_\_\_\_\_ a bibliography, so I'd like \_\_\_\_\_ an extension, if it's possible. (add, have)
7. The new government needs \_\_\_\_\_ notice of the opinions of the people. (take)
8. Economists predict that house prices will go on \_\_\_\_\_ for at least another year. (rise)
9. The conservationists want the area \_\_\_\_\_ with the minimum of human disturbance. (maintain)
10. Please don't hesitate \_\_\_\_\_ us if you require any further information. (contact)

**Task 7. Complete the sentences with suitable prepositions.**

1. A major cause \_\_\_\_\_ accidents is that drivers going too fast.
2. Any change \_\_\_\_\_ lifestyle can have an effect \_\_\_\_\_ your health.
3. The subject \_\_\_\_\_ cloning raises a number \_\_\_\_\_ ethical issues.
4. Traffic congestion causes serious problems \_\_\_\_\_ drivers.
5. Fuel-efficient cars have already gone \_\_\_\_\_ production.
6. The reasons \_\_\_\_\_ the present crisis are various.
7. The crash resulted \_\_\_\_\_ the deaths of all the passengers.
8. Solar energy offers a low-cost solution \_\_\_\_\_ our fuel problems.
9. The figures indicate an upward trend \_\_\_\_\_ sales.



**Task 8. Complete each sentence. Use one word from List 1 as a noun or verb and one word from List 2. You can use any word more than once.**

**List 1:** concern design make protect support take

**List 2:** about against as by for (2) from in of up

0. The building was *made of* glass, marble and concrete.
1. The need for cities to expand must be balanced against a \_\_\_\_\_ the environment.
2. The new art gallery was originally \_\_\_\_\_ a stately home.
3. In warm weather, shutters will \_\_\_\_\_ a house \_\_\_\_\_ the effects of the sun.
4. Many people are justifiably \_\_\_\_\_ the lack of housing and the rising property prices.
5. Many insurance policies will not \_\_\_\_\_ your home \_\_\_\_\_ flood damage.
6. The workforce is \_\_\_\_\_ of a large proportion of women.
7. You can see from their size that these apartments were \_\_\_\_\_ people with a physical disability.
8. The ceiling is \_\_\_\_\_ high stone columns.
9. I promised to \_\_\_\_\_ him \_\_\_\_\_ his campaign to become mayor of the city.

**Task 9. Write the text-organizing words in the box next to the appropriate category.**

alternative		amount	answer	consequence	
controversy		debate	discussion	dispute	event
extent	number	outcome	project	result	scheme
scope		suggestion	viewpoint		

0. problem / cause: *issue, concern, reason, obstacle*
1. solution / effect:
2. action / activity:
3. size / quantity:
4. argument / opinion



**Task 10. Complete each sentence using any one of the words from task 9. You may need to use plural forms. In some questions more than one answer is possible.**

The problem of environmentally friendly tourism is a major issue/concern for many countries. In few parts of the world is the (0) **problem** so acute as in Hawaii, where tourism accounts for one third of the economy. Many inhabitants of states like Hawaii, which attract large (1)\_\_\_\_\_ of tourists, do not want to ban tourism, but would rather encourage ecotourism. For example, one (2)\_\_\_\_\_ to the problem of large numbers of tourists destroying wildlife in certain areas is to allow only a certain number of tourists per month to visit those areas where wildlife is being affected by human (3)\_\_\_\_\_. It is hoped that (4)\_\_\_\_\_ such as this will make tourists more aware of the (5)\_\_\_\_\_ of the activities they engage in. However, there is an (6)\_\_\_\_\_ that ecotourism brings problems of its own. For example, the (7)\_\_\_\_\_ of ecotourism for many of those employed in more traditional tourist activities, like luxury hotels, has been a loss of revenues. The (8)\_\_\_\_\_ of the problem for environmentally fragile areas, like Hawaii, cannot be underestimated. Nor can the importance of finding workable (9)\_\_\_\_\_.

**Task 11. Look at the Useful language box below, then rewrite the sentences underneath replacing the words in italics with language from the box.**

Useful Language: Avoiding absolute statements			
Expressing probability			
This solution	would	certainly probably	have a positive effect.
Such a policy	may could might	possibly	make the situation worse.
It seems	highly	possible (un)likely	that the problem will get worse.
Avoiding 'all' or 'every'		Avoiding 'always'	
certain the majority of a minority of	+ noun	sometimes often occasionally	



a large number of	at certain times
many + countable noun a few	
much + uncountable noun a little	

0. It seems unlikely that poor road conditions are the only explanation for road accidents.

1. *All* road accidents cause fatal injuries.

2. *Everyone* believes that drivers *always* drive too fast.

3. Higher fines for speeding *will* reduce the number of accidents.

4. Having speed cameras on *all* streets is the best solution to the problem of speeding.

5. It is *a fact* that *every* accident involves drivers who have consumed alcohol.

**Task 12. It is important to understand question task words to make you sure you do not move away from the topic. Check the meaning of the words in the dictionary.**

1 justify

a) to carefully think about a situation or problem in order to make a judgement

2 evaluate

b) to offer an idea or suggestion

3 analyse

c) to explain how things / situations are different and how they are similar

4 suggest

d) to show that there is a good reason for something, particularly something that others believe is wrong

5 summarize

e) to examine something in detail in order to explain what it means

6 describe

f) to write about a topic in detail

7 discuss

g) to give detail or an explanation about what something or a situation is like

8 speculate

h) to describe a situation and then give an opinion about its values or importance using evidence.

9 assess

i) to discuss and give reasons why something has happened

10 compare

j) to bring together all the important points, leaving out any specific details



## Phrasal verbs in Academic English

### Table: Phrasal verb

### one-verb synonym

be made up of	consist of
carry out a series of experiments/research	conduct
go against current theories	not be in agreement with
go into (the causes of the ...)	discuss
go/look back over (this term notes)	revise, review
go on to	do something after doing something else
go through	check
put forward (an idea/view/opinion/theory/plan)	present
make up	constitute
point out	observe
point up	highlight
set out (to do something)	aim
set out (experiments)	describe
set up (series of)	prepare, arrange
work on (behaviour)	study, work in the field of
work out	(why) come to a conclusion about
write up	(of an important document) write in final form

**Task 13. Study the vocabulary and rewrite the sentences replacing the underlined word in each sentence with a phrasal verb from the table. Note that both versions of each sentence are equally appropriate.**

1. We conducted a series of experiments to test our hypothesis.
2. Before the test you should revise Chapters 7 and 8 of your textbooks.
3. In his article on the American Civil War Kingston discusses the reasons why the situation developed in the way it did.
4. Cole presents some fascinating theories on the development of language in his latest book.



5. The psychologist observed that it was very unusual for a young child to behave in this way.

6. Please check your work again carefully before handing it in.

7. In this article Simpson aims to prove that the Chinese reached America long before the Vikings.

8. Women now constitute over half the student population in most universities in this country.

**Task 14. Fill in the missing words in this paragraph.**

As part of my MA I've been doing some research on language acquisition. I've been working (1) \_\_\_\_\_ how young children learn their mother tongue. I've been carrying (2) \_\_\_\_\_ some experiments to see how much reading to young children affects their language development. I've had a great supervisor who has helped me set (3) \_\_\_\_\_ my experiments and she's also pointed (4) \_\_\_\_\_ lots of interesting things in my data that I think should be able to put (6) \_\_\_\_\_ some useful ideas. It's been really fascinating and I hope I may be able to go (7) \_\_\_\_\_ to do a doctorate in the same field although I certainly never set (8) \_\_\_\_\_ to do a PhD.

**Task 15. Match the beginning of each sentence with the most appropriate ending.**

- |                                    |   |
|------------------------------------|---|
| 1. Feudal society was made         | forward a convincing theory with regard to this question.       |
| 2. Carlson was the first to put    | out the flaws in the school's testing methods.                  |
| 3. Her results appear to go        | out the solution to the algebra problem.                        |
| 4. The investigation pointed       | out a lot of basic information about all the world's countries. |
| 5. It took him a long time to work | against what she had found in her earlier studies.              |
| 6. The geography book sets         | up of clearly defined classes of people.                        |





**Task 16. Answer these questions.**

1. What sort of things might a scientist carry out?
2. If you want to study something in more depth, what might you go on to do after getting a first degree?
3. What do postgraduate students typically have to write up at the end of their studies?
4. What sort of things do good students regularly look back over?
5. What sorts of things do scholars typically put forward in their lectures or articles?
6. Why is it sensible to go through any maths calculations that you had to make as part of a research study before you draw any conclusions?

**Task 17. Rewrite the sentence by putting either a verb–adverb or an adjective–noun phrase in the gap. (Use grammar rules correctly.)**

*Examples*

1. *There was a slight fall in house prices in 2017.*  
*The prices fell slightly in 2017.*
  2. *Sales experienced a gradual decline in the first half of the year.*  
*Sales declined gradually in the first half of the year.*
  3. *Commodity prices rose sharply last year.*  
*Commodity prices experienced sharp rise last year.*
  4. *Her presentation skills really improved after she did the training course.*  
*There was real improvement of her presentation skills after she did the training course.*  
*Her presentations skills experienced significant improvement after she did the training course.*  
*After she did the training course her presentation skills showed real improvement.*  
*Her presentation skill shows real improvement after she did the training course.*
1. After a decline in June, the share prices recovered dramatically in July.
  2. There is often a sudden increase in demand before Christmas.



3. There was a slight dip in share prices on Monday.
4. The GDP decreased steeply to 2% last year.
5. The share price changed only slightly last week.
6. Our sales performed strongly in the last quarter.

**Task 18. A collocation is a combination of two or more words which occur together or in a close proximity to each other in both spoken or written discourse. The key dimensions of a collocation is its fixedness in forms with semantic transparency and popularity in native speaker's communicative repertoire.**

**A. Nouns and the words they combine with**

**Adjective + noun**

**contact** | useful, valuable, personal, constant, close, frequent, intermittent (=from time to time)

*I made some useful contacts at the conference.*

**debate** | considerable, heated (=strong, often angry), intense, public, animated (=lively)

*After the lecture there was a heated debate.*

**element (=factor)** | crucial, decisive, fundamental

*Timing is a crucial element of the experiment.*

**elements (=parts)** | conflicting, contrasting, constituent (=that combine to make something)

*There are conflicting elements in the artist's work.*

**energy** | excess, sufficient, nuclear

*Wind turbines create sufficient energy for the town's needs.*

**phenomenon** | common, isolated, natural, recent, universal

*Such antisocial behaviour is a recent phenomenon.*

**results** | conflicting, (in)conclusive, unforeseen (=not expected), preliminary (=first), encouraging, interim (=temporary)

*Our preliminary results were encouraging.*

**role** | decisive, challenging, conflicting, influential, key, pivotal (=important)

*Student activists played a pivotal role in the riot.*

**sample** | random, representative

*A representative sample of the population was surveyed.*

**in ... terms** | absolute, broad, relative, general, practical, economic



*People are better off in economic terms.*

<b>way</b>		alternative, efficient, fair, practical,
		convenient, proper, acceptable

*It is important to treat your research subjects in a fair way.*

## **B. Noun + verb**

Most of the nouns in the table above are also strongly associated with specific verbs.

You can **come into** contact with someone or something or you can **establish, maintain, break off** or **lose** contact.

Academics may **engage in** debate or **contribute to** a debate. You **talk about** the debate surrounding an issue.

You can **combine, differentiate** or **discern** (=recognise) the elements of a chemical compound.

You can **consume** (=use), **conserve, generate** (=create), **save** or **waste** energy.

Phenomena **emerge** or **occur** and students will try to **observe, investigate** and then **explain** those phenomena.

Academics **collect, collate** (=organise) and **publish** their results. Sometimes results are **questioned** or **invalidated** (=shown to be wrong). Occasionally they are even **falsified**!

Roles may be **defined** or **strengthened**. People or factors can **play** a role or **take** on a role.

You can **take** or **provide** or **analyse** a sample.

You can **discover, devise** (=think up), **work out** or **develop** a way to do something.

## **Task 19. Fill in the gaps in these sentences with a verb from B. Change the form where necessary.**

1. I first \_\_\_\_ into contact with Abdul when I started my doctoral research in 1987.

2. The country \_\_\_\_ so much energy that we don't \_\_\_\_ enough to meet all our needs.

3. The space race \_\_\_\_ an important role in post-war politics.

4. In her research project, Diana \_\_\_\_ the phenomenon of extra-sensory perception but she was not able to come to any significant conclusions.



5. Although Hans's rivals attempted to \_\_\_\_ his results, they met with no success.

6. Green's poetry successfully \_\_\_\_ elements from a number of different traditions.

**Task 20. Match the beginning of each sentence with the most appropriate ending.**

1. It took the team a long time to devise	surrounding the issue of global warming.
2. During the war we had to break	a blood sample for analysis.
3. There has been a lot of heated debate	the role of project leader.
4. Ian Hartmann was invited to take on	to the debate on cloning.
5. Part of my role was to collate	off contact with colleagues abroad.
6. The doctor wanted me to provide	seems to be emerging.
7. Scientists all over the world contributed	the key elements in a graph.
8. A new and unexpected phenomenon	a way to solve their problem.
9. Using shading helps to differentiate	the results of our experiments.

**Task 21. Choose the best word from the box to fill each of the gaps.**

conflicting	crucial	define	discern	engaging
heated	interim	maintaining	practical	proper
	publish	random	taking	

1. She obtained her results by \_\_\_\_ a \_\_\_\_ sample of the population.

2. Before we go any further we must \_\_\_\_ each of our roles more precisely.

3. We must decide what is the \_\_\_\_ way to proceed, in \_\_\_\_ terms.



4. The group succeeded in \_\_\_\_ contact long after they had all left college.

5. My trip to Africa was the \_\_\_\_ element in my decision to work in conservation.

6. Specialists in the field of bio-engineering have been \_\_\_\_ in \_\_\_\_ debate on this issue for some time.

7. I am told that Smythe is about to \_\_\_\_ some \_\_\_\_ results.

8. Professor Powell was able to \_\_\_\_ some \_\_\_\_ elements in different accounts of the incident.

**Task 22. Match the prefixes with their meanings.**

1. anti-war; pro-war

2. cyberspace

3. non-smoker

4. reorganization

5. ex-wife

6. malpractice; misbehaviour

7. underground

8. semi-circle

9. telecommunication

10. pseudo-science

11. forecast

12. eco-friendly

13. bilingual

14. autobiography; self-discipline

a) again

b) former

c) not enough; below

d) bad(ly), wrong(ly)

e) half; partly

f) distant; involving the phone or television

g) against; in favour of

h) relating to computers / the Internet

i) false, not real

j) ahead; before

k) relating to yourself or itself

l) two or twice

m) relating to the environment

n) not

**Task 23. Complete the sentences using the prefix in the sentence and one of the words in the box.**

ability	annual	café	esteem	final	information
	graduate	information	profit	write	

0. A cyber café is a popular place for tourists and travelers to send and receive emails.

1. A charity is a non-\_\_\_\_\_ organization which gives help or money to people who are ill or poor.



2. Tickets were sold out months before the semi\_\_\_\_\_ was due to be played.
3. It's much easier to re\_\_\_\_\_ work that has been done on a computer.
4. Most under\_\_\_\_\_ courses at British universities take three years to complete.
5. The ex-\_\_\_\_\_ of the United States was present at the ceremony.
6. The government was accused of deliberately deceiving the public by giving it mis\_\_\_\_\_ about the treat of was.
7. A bi\_\_\_\_\_ event takes place twice a year.
8. He was suffering from depression and low self-\_\_\_\_\_.
9. After the accident he was left with a severe physical dis\_\_\_\_\_.

## LINKING WORDS

Linking ideas is something students will need guidance on. Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow.

Linking words that join clauses within a sentence. There are also linking words that join ideas across sentences and paragraphs. These are sometimes called 'text organisers' because they make clear the organization of what we say or write. They are more common in writing or formal speech. They usually come at the start of a sentence and have a comma afterwards, but can come after a comma in the middle of a sentence.

✓ Sequencing: We often number or order the points we are making.

*First (of all) ..., Secondly ..., Next ..., Then ..., Finally/lastly/last of all ...*

In narrative, the sequence of events can be introduced by:

*First ..., Then ..., After that ..., Finally/in the end ...*

✓ Adding: We can introduce additional points.

*Furthermore ..., Moreover ..., In addition to ..., As well as this ..., Besides this ...*

✓ Giving opinions: We can introduce personal opinions.

*Personally ..., In my opinion/view ...*

✓ Giving examples



We can *introduce examples*.

*For example, ..., For instance ...*

We can also use *such as* to give an example, but it is not used at the beginning of a sentence.

The factory produces electrical goods, *such as* food mixers and other kitchen appliances.

✓ Showing a result

*Consequently ... / As a result ... / Thus ...*

✓ Showing cause and effect relation:

*Hence – Therefore – Thus – For this reason – Due to this fact*

✓ Making a contrast:

*On the other hand, ... / However ... / Nevertheless ... / In contrast ... / In comparison ...*

✓ Summarising: We can *summarise* all the points we have made.

*In conclusion ... / To sum up ...*

#### **Task 24. Match the sentences beginning (1-6) with an ending (a-f) to make sentences.**

1. The word 'organic' has been used to describe everything from vegetables to toothpaste. **In addition, ...**

2. Casa Mila has two courtyards **in order to ...**

3. Both Gaudi and Utzon left major projects unfinished.

**However, ...**

4. Utzon left the Sydney Opera House project before it was finished, **so ...**

5. The interior of the Sydney Opera House is disappointing **because ...**

6. Many of Gaudi's buildings resemble plants and animals. **For example, ...**

a) it was not designed by Utzon.

b) allow light into each flat in the building.

c) they did so for very different reasons: Gaudi was killed, while Utzon was dismissed.

d) Casa Mila seems to stand on elephant legs.

e) he did not complete its design.

f) it describes a distinctive form of architecture.



**Task 25. Some of the paragraphs of your paper may include opposing ideas which you then say to be false (refute). Look at the phrases below and divide them into those that are used to give opinions, and those that are used to refute ideas or make concessions and put them in the Useful language box below.**

0. *Although..., it does not necessarily follow that ...*
1. in spite of / Despite the fact that ...
2. There is no doubt that ...
3. While it is true to say that ... , ...
4. ... Nevertheless, ...
5. The fact that ... does not necessarily mean that ...
6. The evidence for ... is undeniable,
7. It may be correct to say that ... but ...
8. It appears to be the case that ...
9. ... Having said that, ...
10. Despite + -ing ...,

Useful language: Giving and refuting opinions	
Giving opinions	Refuting opinions
...	<i>Although..., it does not necessarily follow that ...</i> ...

**Task 26. Combine the pairs of ideas so that the second idea refutes the first. Use Language from exercise \_\_\_\_.**

0. *While it is true to say that beautiful buildings are important in a city, it is the infrastructure that most affects quality of life.*

0. beautiful buildings are important in a city / it is the infrastructure that most affects quality of life

1. modern art is often criticized / all of it is bad

2. living in a city can be stressful / there are still many advantages

3. architects should express themselves freely / their work must also be practical

4. cities offer the opportunity to become wealthy / there remain many residents living in poverty

5. pop stars depend on computer technology / they are not good musicians





**Task 27. Study the statements below and then refute them.**

*It is often accepted that the design of new buildings should match that of the surrounding architecture. Nevertheless, there are many examples where contrasting designs have been successful, such as Sydney Opera House.*

1. An artist who cannot draw is not a true artist.
2. The increasing use of digital technology in music means that in the future there will be no real musicians.
3. Charity concerts do nothing to help world problems. They only promote the careers of the performers.
4. Historic cities should offer free parking in the city centre for visitors.
5. High rise buildings are the only solution to overcrowding in cities.

**Task 28. Put the linking expressions from the text under the heading which describes how they normally are used.**


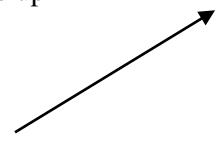
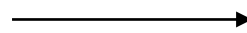

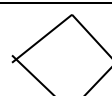
although    as a result (of)    because (of)    consequently  
despite/in spite of    due to    for instance    finally    first of all  
furthermore    however    in addition    in conclusion  
in the same way    lastly    moreover    nevertheless    next    on  
the other hand    provided (that)    similarly    so    so as (not to)  
so that    such as    therefore    to conclude    to sum up  
unless    whereas/while    yet

Sequencing ideas	Expressing conditions	Expressing contrast
firstly, secondly	If	but
<b>Adding support</b> further	<b>Stating results</b>	<b>Expressing similarities</b>
besides	thus	likewise
<b>Providing reasons</b>	<b>Giving examples</b>	<b>Concluding statements</b>
(in order) to	for example	in summary



**Task 29. Make a simple drawing to illustrate each of the following.**

A	Graph
B	Bar chart
C	Pie chart
D	Table
E	Multiple diagram (e.g. two or more diagrams about the same topic)
F	Process or cycle (e.g. flow chart showing the greenhouse effect)
G	Illustration (e.g. how two different cameras work)
H	Map

Useful language: describing trends		
Meaning	VERB	NOUN
go down 	decrease fall drop decline plunge (big change) plummet (big change)	<i>same</i> <i>same</i> <i>same</i> <i>same</i> / /
go up 	increase rise grow double treble rocket (big change)	same same growth doubling in + n trebling in + n
no change 	level off remain the same remain stable stabilize	a levelling off at / / /
constant change 	fluctuate	fluctuation in + n
Position 	reach a high / peak of reach a low of stood at	a high of a low of /



meaning	ADJ/ADV
<i>small change</i>	steady(ly) slight(ly) gradual(ly)
<i>large change</i>	considerable(ly) sharp(ly) dramatical(ly) significant(ly) substantial(ly)

ADJ & ADV PATTERNS
Sb + v + ADJ + N There was a <b>substantial increase</b> in students in 2006.
Sb + V + ADJ The number of students increased substantially throughout the period from 2002 to 2006.

TIME PHRASES
from 2005 to 2010 from 150 to 300 units in 2010 for 10 years between 2005 and 2010 during/throughout the period from 2005 to 2010

**Task 30. Replace the underlined phrases in sentences 1-10 with the verbs from the box.**

hit a low	fell and levelled off	remained flat/stable
plummeted	rose gradually	fell gradually
	dipped	soared
	fluctuated	hit a peak

1. The price of laptops dropped followed by a period of stability.
2. Numbers reached a high in the year 2019.
3. The amount of money spent fell slightly and then quickly recovered.



4. Visitor numbers to the website plunged in the first quarter of the year.
5. Book purchases increased slowly but surely over the year.
6. The number of students applying to the university stabilised over the decade.
7. Attendance at the conference decreased steadily last year.
8. The growth rate was erratic during the previous year.
9. Member numbers reached their lowest point in March.
10. Car sales rocketed over the period.

**Task 31. To add a variety to your writing you can use the nouns instead of verbs to describe movement. Look at the nouns in the box and decide which ones are not correct.**

a drop	a plunge	a bottom out	an increase	stabilisation		
fluctuations	a decline	a rocket	a soar	a plummet		
a rise	a dip	a fall	a level off	a climb	a peak	a surge

**Task 32. Rewrite the sentences from Task 31 using nouns instead of verbs. Use the following structure: *There was a (+ adjective) + noun + in .....* . For three of the sentences this is not possible. Make any other necessary changes.**

Example: *There was a drop in the price of laptops followed by a period of stability.*

**Task 33. Complete sentences 1-10 with a word from the box below. Make any necessary changes.**

surge	breakdown	fluctuate	remain steady	trend
decline	plummet	downward	show	noticeable

1. The most \_\_\_\_\_ feature of the chart was the sharp fall in theatre attendances.
2. The graph \_\_\_\_\_ the increase in the market share of Facebook compare to the other two sites.
3. Shopper numbers \_\_\_\_\_ over most of the year, but the last three months were less erratic.
4. There was a \_\_\_\_\_ in visitors to the site during the holiday period with numbers almost doubling.
5. The amount of energy used \_\_\_\_\_ throughout the first nine months and then it began to increase.

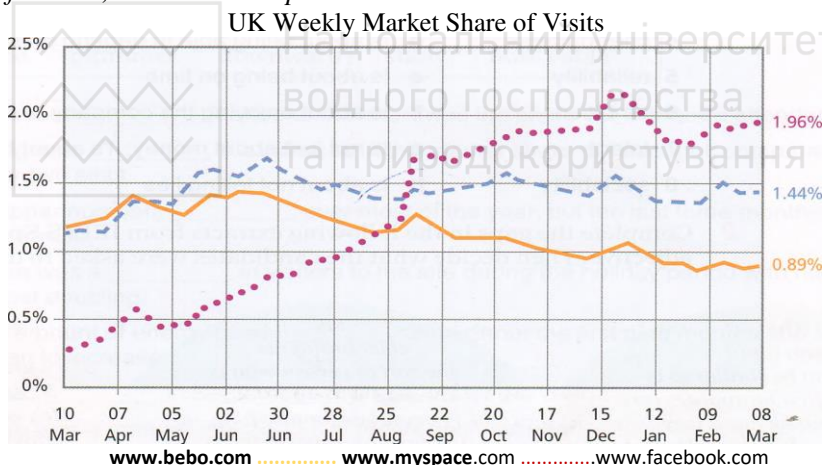


6. Sales \_\_\_\_\_ in September, hitting a low for the year.
7. There was a gradual \_\_\_\_\_ in profits over last year.
8. The trend for two of the sites was upward, with the other being clearly \_\_\_\_\_.
9. There was very little difference in the \_\_\_\_\_ in sales for all five companies, with the exception of Sewell Ltd.
10. The chart provides a \_\_\_\_\_ of the number of passenger miles travelled according to different modes of transport.

**Task 34. Write at least 150 words.**

*The graph below provides a breakdown of the UK weekly market share of visits to three social networking websites between March 2007 and March 2008.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*



- a The graph below shows in percentage terms the UK weekly market share of visits to three websites between March 2007 and March 2008.
- b The chart below shows the percentage of hits to three websites over the period of year.
- c The chart illustrates the market share of hits to various social networking sites in the UK on a weekly basis over one year to March 2008.



**Task 35. Complete the gaps in the following model answer for the task with the correct form of a suitable verb. There may be more than one possible answer.**

The graph (1)\_\_\_ the proportion of hits to three social networking sites on a weekly basis from October 2007 to 8<sup>th</sup> March 2008.

The most viewed site (3)\_\_\_ clearly [www.facebook.com](http://www.facebook.com), whose share of the market (4)\_\_\_ dramatically from approximately 0.25 per cent on 10<sup>th</sup> March 2007 to 1.96 per cent on 8<sup>th</sup> March 2008. This (5)\_\_\_ nearly an eightfold increase over the period. It (6)\_\_\_ noticeable that the market share of Facebook (7)\_\_\_ a high of around 2.2 per cent during December 2008, with peaks being hit by the other two sites during the same period.

The market share of hits to the bebo site, meanwhile, (8)\_\_\_ at a slower pace from about 1.2 to 1.44 per cent, a rise of approximately 40 per cent. In contrast to the other two websites, the market share of [www.myspace.com](http://www.myspace.com) (9)\_\_\_, decreasing from approximately the same level as [www.bebo.com](http://www.bebo.com) on 10<sup>th</sup> March 2007 to 0.89 per cent.

**Task 36. Write each of the fractions in Column A as a percentage. Then match the fraction in Column A with the expression in Column B.**

**A**

1.  $\frac{1}{3}$
2.  $\frac{2}{3}$
3.  $\frac{1}{2}$
4.  $\frac{1}{4}$
5.  $\frac{3}{4}$
6.  $\frac{3}{5}$
7.  $\frac{7}{10}$

**B**

- a) two thirds
- b) three fifths
- c) (a/one) half
- d) three-quarters
- e) seven out of ten
- f) one in three
- g) a/one quarter

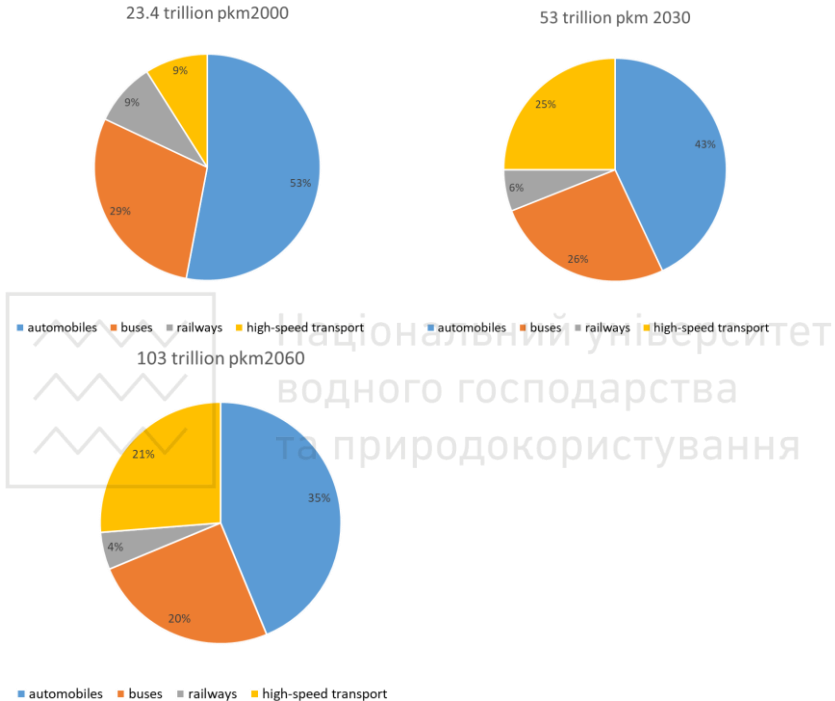


### Task 37. Write at least 150 words.

*The charts below show the world traffic volume measured in passenger-kilometre-miles.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

#### World traffic volume



The pie charts (1 show) the changes in the proportions of pkm for a range of different forms of transport every thirty years between 2000 and 2060 along with the total number of passenger kilometres.

The most striking feature of the chart (2 be) the rise in traffic volume from high-speed transport. It (3 expect) to see a dramatic increase, climbing from just 9% of traffic volume in 2000 to 25%, and then 41% in 2030 and 2060 respectively. By contrast, it (4 predict) that there will be fewer automobile pkm, which (5 shrink) from 53% of market share to 43%. And to 35% in 2060.

While railways (6 see) the most significant fall in traffic volume



percentage-wise, it (7 anticipate) that buses (8 fare) better. The former (9 represent) 9% of total traffic volume in 2000, but the projected figure for 2060 (10 be) just 4%, a drop of more than 50%. This (11 compare) with traffic volume for buses in 2060 of 20% against 26% in 2030, and 29% in 2000.

It is clear that high speed transport (12 expect) to increasingly dominate the market.

**Task 38. For 1-5, underline two suitable words or phrases in italics to link the information. Use the punctuation to help you.**

1. By 2030 it is predicted that more of the total traffic volume of the total 53 trillion pkm will be accounted for by high-speed transport than in 2030 (25% against 9%). *By contrast/While/By comparison* automobiles are expected to account for 43% and 53% in the respective years.
2. In the year 2060 it is projected that high-speed transport will account for 41% of total traffic volume. *By contrast/Whereas/Meanwhile*, bus use is expected to shrink to 20%.
3. In 1960 automobiles accounted for 54% of the traffic volume, *but/whereas/in contrast* high-speed transport represented only 3%.
4. The majority of traffic volume was made up of automobiles in 2000 at 53%. *Meanwhile/But/By contrast*, buses accounted for 29%, with the railways and high-speed transport coming next with 9% each.
5. The proportion of passenger traffic miles accounted for by automobiles is expected to decrease to 43% by 2030, *whereas/whilst/while* it is forecast that the pkm for railways will shrink by a smaller amount: 29% to 26%.

**Task 39. Use the list of words in 1-4 below to write your own sentences about the pie chart in task 38. Add the relevant data from the charts.**

1. high-speed transport account for traffic volume in 2000 while in 2060 forecast represent
2. estimate proportion traffic volume automobiles 2060 in contrast 2000





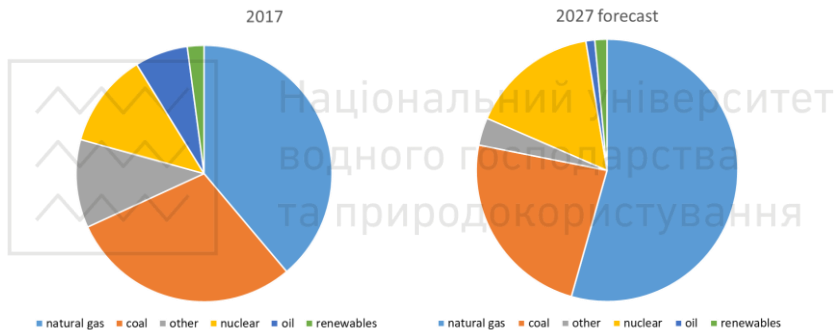
3. in 2000 automobiles make up bulk passenger kilometres but 2060 this forecast drop to
4. in 2000 out of the total traffic volume of 23.4 trillion pkm automobiles account for buses, railways and high-speed transport respectively by comparison by 2030 anticipate high speed transport jump automobiles buses railways

**Task 40. Write at least 150 words.**

*The charts below provide information about energy generation by fuel type in Florida in two separate years.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Energy generation by fuel type

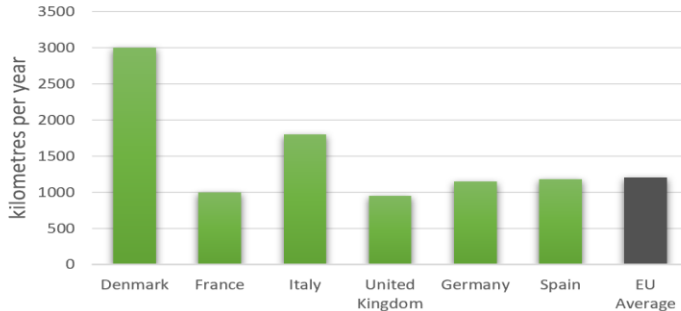




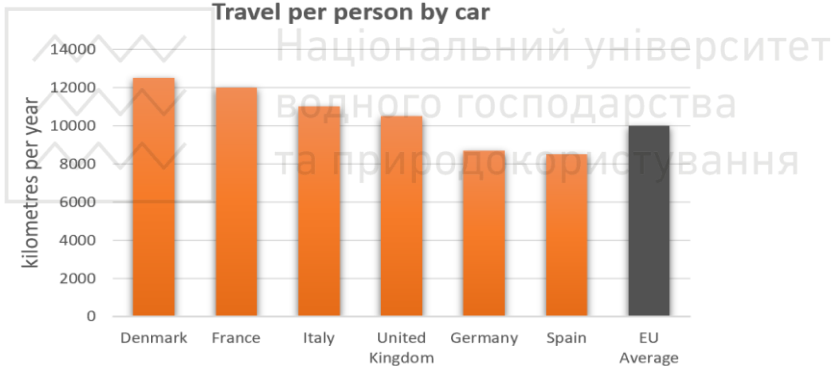
**Task 41.** The bar charts below give information on road transport in a number of European countries.

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

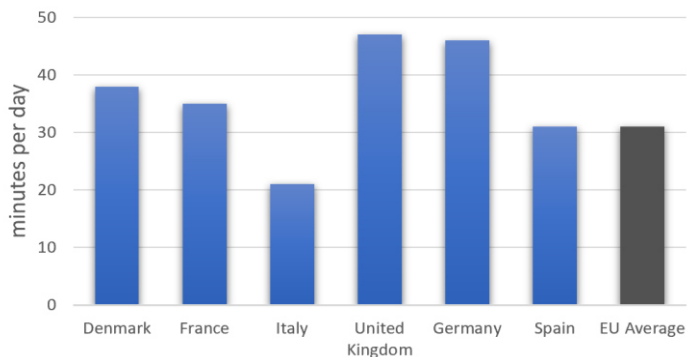
**Travel per person by bus, train, metro and bike**



**Travel per person by car**



**Commuting time (all modes, both ways)**





## MAKING PRESENTATION KEY POINTS

Function	Language
Welcoming your audience	Good morning, ladies and gentlemen. Good afternoon, everybody.
Addressing the audience and arousing interest	I appreciate you taking your time to attend this presentation.
Introducing the subject	I'm going to talk about / present / give you an overview of / inform you about / I'd like to start with _____ Let's begin with _____ First of all, I'll _____
Formulating a thesis statement and a purpose	The purpose of my presentation is to introduce _____
Giving an outline	To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarise my presentation. I'll be speaking about the following main points. My presentation will focus specifically on _____ questions. I'll be glad to answer your questions while I'm speaking / at the end of my talk.
Starting the first point	That deals with the question of _____ Let's start with _____ Let's start with a brief background of our company. We are pleased to announce / introduce our _____
Closing a point	Well, I've told you about _____ That's all I have to say about _____ I'll have to close here.



Function	Language
Starting another	Let's turn now to the question of _____ Now we'll move on to _____ I'd like now to discuss _____ – Next _____ Let's look now at _____ Now let me turn to _____
Referring to visual aids	I'd like you to look at this chart / graph.
Clarifying	Let me just go over that again.
Giving reasons / causes	Therefore, _____ So, _____ As a result, _____ Consequently _____ That's why _____ This is because of _____ It may result in _____
Giving an example	For example, _____ A good example of this is _____ As an illustration, _____ To give you an example, _____ To illustrate this point _____
Dealing with questions	If you have any questions, I'd be glad to answer them at the end. I'll try to answer all of your questions after the presentation. We'll be examining this point in more detail later on. I'd like to deal with this question later. I won't comment on this now.
Summarizing and concluding	To conclude, _____ In conclusion, _____ Now, to sum up _____ So let me summarize (briefly) what I've said. So. We've covered three main points _____ Finally, let me remind you some of the issues we've covered _____



Function	Language
Ordering	Firstly / secondly / thirdly / lastly, _____ First of all / then / next / after that / finally, _ To start with / later / to finish up, _____
Thanking your audience	Many thanks for your attention. May I thank you all for being such an attentive audience.

## USEFUL INFORMATION

### Monolingual Dictionaries for academic writing:

<https://dictionary.cambridge.org/dictionary/english/>

<https://www.collinsdictionary.com/dictionary/english/let-alone>

<https://www.investopedia.com/>

<https://ludwig.guru/s/with+respect+to+this>

<https://www.macmillandictionary.com/>

<https://english.stackexchange.com/>,

<https://english.stackexchange.com/questions/161100/is-this-usage-of-nor-correct>

[https://www.powerthesaurus.org/broadly\\_speaking](https://www.powerthesaurus.org/broadly_speaking)

<https://www.thesaurus.com/browse/partly?s=t>

<https://www.ldoceonline.com/dictionary/popularity>

<https://www.thefreedictionary.com/departs+from>

### Correct writing in English

<https://www.grammarly.com/blog/youve-been-lied-to-heres-why-you-absolutely-can-end-a-sentence-with-a-preposition/>

<https://instruct.uwo.ca/writing/wg/wg.htm>

<https://instruct.uwo.ca/writing/wg/module2.htm>

<https://textranch.com/157658/according-to-the-above-mentioned-statements/or/with-respect-to-the-above-mentioned-statements/>

### Article Databases of open access journals

<https://doaj.org/>

ScienceDirect.com | Science, health and medical journals, full text articles and books.

Springer – International Publisher Science, Technology, Medicine

Web of Science Master Journal List – WoS MJL by Clarivate



## ФОРМАТ ІСПИТУ

Компетентності, що перевіряються під час іспиту, який проходить у такому форматі:

1. Письмовий лексико-граматичний тест (час виконання – 1 год.).

2. Читання та письмовий переклад англомовного оригінального тексту за фахом (2500 знаків) з використанням словника (час виконання – 1 год.).

3. Письмове анотування англійською мовою україномовного загальнонаукового/фахового тексту (час виконання – 1 год.).

4. Бесіда англійською мовою з проблем фахового дослідження.

Завдання 1-3 виконуються під час проведення письмової частини іспиту. Друга частина екзамену передбачає усну перевірку вмінь: вибіркове читання та переклад фахового тексту, презентація англомовної анотації і бесіда з проблем наукового дослідження аспіранта/аспіранки.

Загальна оцінка (40 балів) за іспит базується на оцінках за кожен з вищевказаних видів роботи під час екзамену, а також на оцінці за реферат.

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