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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
та навчальні завдання
до практичних занять і самостійної роботи
з дисципліни «Академічна іноземна мова»
для здобувачів вищої освіти третього рівня
всіх напрямів підготовки спеціальностей НУВГП

Схвалено
науково-методичною
радою НУВГП
Протокол № 1 від 29.01.2025 р.

Рівне – 2025

Методичні рекомендації та навчальні завдання до практичних занять і самостійної роботи з дисципліни «Академічна іноземна мова» для здобувачів третього рівня вищої освіти всіх напрямів підготовки спеціальностей НУВГП. [Електронне видання] / Крутько Т. В., Купчик Л. Є., Літвінчук А. Т., Тадеєва М. І. – Рівне : НУВГП, 2025. – 62 с.

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Вступ

Освітня компонента «Академічна іноземна мова» /англійська/ 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 й 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. Discuss the role of English as the global language of science and research. Explore the advantages and disadvantages of using English as the primary language for scientific communication. Consider how this affects non-native English-speaking researchers and the accessibility of research findings worldwide. To guide the discussion, you could include the following subtopics:

- Historical reasons for English becoming the dominant language in science.
- Benefits of having a common language in global scientific collaboration.
- Challenges faced by non-native English speakers in publishing and participating in research.
- Potential inequalities in knowledge dissemination due to language barriers.
- Possible alternatives or solutions to promote linguistic diversity in scientific research.

Task 2. Watch the video and learn the differences between General English and Academic English (English for Academic Purposes). Note down the peculiarities of Academic English and tell about them.

Master Academic English: Key Differences from Everyday English.
<https://www.youtube.com/watch?v=iHQyCOGuag>

Task 3. Read the text and respond to the questions.

1. Why is it important to promote multilingualism in the scientific community, and how can it help bridge the gap between scientific research and society at large?
2. What are some of the challenges associated with strengthening linguistic diversity in academia, and how can institutions, researchers, and governments work together to overcome them?
3. In what ways does the dominance of English in scientific publishing create a barrier for non-English speakers, and how can

this hierarchy be dismantled to ensure more inclusive academic communication?

4. How do advancements in AI and digital open-access publishing impact the visibility and accessibility of scientific research in languages other than English, and what steps should be taken to address this?

5. What role do indigenous and co-official languages play in creating scientific knowledge in Ibero-America, and why is it essential not to overlook these languages in the global scientific dialogue?

6. Is it a scientific or newspaper article? Why?

English dominates scientific research – here’s how we can fix it, and why it matters

Published: *The Conversation*. March 27, 2024 11.19am CET

It is often remarked that Spanish should be more widely spoken or understood in the scientific community given its number of speakers around the world, a figure the Instituto Cervantes places at almost 600 million.

However, millions of speakers do not necessarily grant a language strength in academia. This has to be cultivated on a scientific, political, and cultural level, with sustained efforts from many institutions and specialists.

The scientific community should communicate in as many languages as possible.

By some estimates, as much as 98% of the world’s scientific research is published in English, while only around 18% of the world’s population speaks it. This makes it essential to publish in other languages if we are to bring scientific research to society at large.

The value of multilingualism in science has been highlighted by numerous high-profile organisations, with public declarations and statements on the matter from the European Charter for Researchers, the Helsinki Initiative on Multilingualism, the UNESCO Recommendation on Open Science, the OPERAS Multilingualism White Paper, the Latin American Forum on Research Assessment, the COARA Agreement on Reforming Research Assessment, and the Declaration of the 5th Meeting of Ministers and Scientific

Authorities of Ibero-American Countries. These organisations all agree on one thing: all languages have value in scientific communication.

As the last of these declarations points out, locally, regionally, and nationally relevant research is constantly published in languages other than English. This research has an economic, social, and cultural impact on its surrounding environment, as when scientific knowledge is disseminated it filters through to non-academic professionals, thus creating a broader culture of knowledge sharing. Greater diversity also enables fluid dialogue among academics who share the same language or who speak and understand multiple languages. In Ibero-America, e.g., Spanish and Portuguese can often be mutually understood by non-native speakers, allowing them to share the scientific stage. The same happens in Spain with the majority of its co-official languages.

No hierarchies, no categories

Too often, scientific research in any language other than English is automatically seen as second-tier, with little consideration for the quality of the work itself.

This harmful prejudice ignores the work of those involved, especially in the humanities and social sciences. It also profoundly undermines the global academic community's ability to share knowledge with society.

By defending and preserving multilingualism, the scientific community brings research closer to those who need it. Failing to pursue this aim means that academia cannot develop or expand its audience. We should work carefully, systematically, and consistently in every language available.

The logistics of strengthening linguistic diversity in science

Making a language stronger in academia is a complex process. It does not happen spontaneously and requires careful coordination and planning. Efforts should come from public and private institutions, the media, and other cultural outlets, as well as from politicians, science diplomacy, and researchers themselves.

Many of these elements work in harmony, as demonstrated by the Spanish National Research Council's work in ES CIENCIA, a project that seeks to unite scientific and political efforts.

Academic publishing and AI models: a new challenge

The global academic environment is changing as a result of the digital transition and new models of open access. Research into publishers of scientific content in other languages will be essential to understanding this shift. One thing is clear though: making scientific content produced in a particular language visible and searchable online is crucial to ensuring its strength.

In the case of academic books, the transition to open access has barely begun, especially in the commercial publishing sector, which releases around 80% of scientific books in Spain. As with online publishing, a clear understanding will make it possible to design policies and models that account for the different ways of disseminating scientific research, including those that communicate locally and in other languages. Greater linguistic diversity in book publishing can also allow us to properly recognise the work done by publishers in sharing research among non-English speakers.

Making publications, datasets, and other non-linguistic research results easy to find is another vital element, which requires both scientific and technical support. The same applies to expanding the corpus of scientific literature in Spanish and other languages, especially since this feeds into generative artificial intelligence models.

If linguistically diverse scientific content is not incorporated into AI systems, they will spread information that is incomplete, biased, or misleading, a recent Spanish government report on the state of Spanish and co-official languages points out that 90% of the text currently fed into AI is written in English.

A deep study of terminology is essential

Research into terminology is of the utmost importance in preventing the use of improvised, imprecise language or unintelligible jargon. It can also bring huge benefits for the quality of both human and machine translations, specialised language teaching, and the indexing and organisation of a large volume of documents.

Terminology work in Spanish is being carried out today thanks to the processing of large language corpora by AI and researchers in the TeresIA project, a joint effort coordinated by the Spanish National Research Council. However, 15 years of ups and downs were needed

to get such a project off the ground in Spanish.

The Basque Country, Catalonia, and Galicia, on the other hand, have worked intensively and systematically on their respective languages. They have not only tackled terminology as a public language policy issue but have also been committed to established terminology projects for a long time.

Multilingualism is a global issue

This need for broader diversity also applies to Ibero-America as a whole, where efforts are being coordinated to promote Spanish and Portuguese in academia, notably by the Ibero-American General Secretariat and the Mexican National Council of Humanities, Sciences, and Technologies.

While this is sorely needed, we cannot promote the region's two most widely spoken languages and also ignore its diversity of indigenous and co-official languages. These are also involved in the production of knowledge, and are a vehicle for the transfer of scientific information, as demonstrated by efforts in Spain.

Each country has its own unique role to play in promoting greater linguistic diversity in scientific communication. If this can be achieved, the strength of Iberian languages – and all languages, for that matter – in academia will not be at the mercy of well-intentioned but sporadic efforts. It will, instead, be the result of the scientific community's commitment to a culture of knowledge sharing.

(Retrieved from <https://theconversation.com/english-dominates-scientific-research-heres-how-we-can-fix-it-and-why-it-matters-226198>)

Task 4. Read the scientific article and discuss the questions below.

Flowerdew, J. (2022). Models of English for research publication purposes. *World Englishes*, 41(4), 571-583. <https://doi.org/10.1111/weng.12606> .

1. How has the field of English for Research Publication Purposes (ERPP) evolved, and what factors have contributed to its rapid growth, particularly in the last decade?
2. What are the key arguments in favor of maintaining Standard English as the preferred model for academic publication, and what challenges arise from this approach, especially for scholars who use

English as an additional language (EAL)?

3. In what ways does the increasing use of English as a global lingua franca impact the publishing practices of non-native English speakers, and how can ERPP pedagogy address these challenges effectively?
4. What are the advantages and disadvantages of adopting a varietal, world Englishes model in academic publishing, and how might it impact the way research is disseminated globally?
5. Given the increasing diversity of English users in the academic world, what steps should international journals and publishing houses take to balance standardisation with inclusivity in scholarly communication?

Task 5. Browse the webpages of the scientific journals indexed in Scopus and/or Web of Science databases and find information on the use of generative AI technologies in writing scientific/research papers.

SCIENCE IN ACTION TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS

Task 1. Read the text and discuss the following questions.

1. How can interdisciplinary and transdisciplinary approaches, as mentioned in the case studies, help overcome the complex challenges hindering progress towards the SDGs, particularly in the face of crises like pandemics and climate change?
2. What role do science and technology play in ensuring equitable implementation of the SDGs, and how can technological advancements be leveraged to address inequalities in health, education, and food security?
3. In the context of the Naryn Urban Resilience Project in Kyrgyzstan, how do integrating local knowledge and scientific insights help achieve multiple SDGs simultaneously, and what can other regions learn from this approach?
4. How can collaborative efforts, such as those seen in Bangladesh's textile industry, promote sustainability across various SDGs, and why is it important to include a wide range of stakeholders

(including the scientific community) in these initiatives?

5. What are some key challenges related to capacity building and mentorship in advancing the SDGs, and how can programs like the Center for Women in STEM in Pakistan and the Black Youth Mentorship Program in Canada help address these issues?

Science in action to achieve Sustainable Development Goals

Katherine Galloway

July 4, 2024

As the 2030 deadline to achieve the Sustainable Development Goals (SDGs) looms closer, the global community faces a stark reality: progress towards these ambitious goals is alarmingly off track, with many targets either stagnant or regressing due to ongoing crises like pandemics, conflicts, and economic instability.

Amidst these challenges, harnessing scientific insights has become more important than ever. Integrating interdisciplinary and transdisciplinary approaches while leveraging advancements in science and technology offers a pathway to recalibrate efforts towards sustainable development, driving innovative solutions and strengthening science-policy-society interfaces across all levels.

The International Science Council, together with the World Federation of Engineering Organizations (WFEO), has recently prepared a paper for the High-level Political Forum (HLPF) using 13 case studies showcasing the pivotal role of science in tackling complex global issues and outlining how science-based decision-making and innovation can drive effective and equitable progress towards the SDGs.

At a glance: Five key themes from the position paper

1. Integrating global agendas for sustainable and resilient futures

The SDGs are an integral part of other global frameworks like the Paris Agreement on climate change and the Kunming-Montreal Global Biodiversity Framework, and require cohesive and integrated approaches. This synergy not only ensures the concurrent achievement of multiple objectives but also mitigates unintended negative consequences. Given the escalating challenges posed by climate change and biodiversity loss, coupled with socio-economic disparities, cohesive and sustained efforts are essential to protect development gains.

One initiative that exemplifies the efficacy of science-driven strategies in bolstering community resilience against climate-induced vulnerabilities is the Naryn Urban Resilience Project in Kyrgyzstan. By integrating local knowledge and scientific insights, projects like these foster sustainable urban development and advance progress across SDGs 2 (Zero hunger), 11 (Sustainable cities and communities), 13 (Climate action), and 17 (Partnership for the Goals). Such integrated approaches are key in navigating the increasingly complex risk landscapes and securing long-term sustainability.

2. Harnessing technology and innovation for equitable SDG implementation

Science plays a critical role in evaluating technologies, addressing ethical considerations, and informing policies to mitigate inequality while aligning with the SDGs.

For example, in Tanzania, advancements in medical technologies have significantly enhanced maternal and newborn health outcomes, demonstrating progress toward SDG 3 (Good health and well-being) targets.

Similarly, a study in Colombo, Sri Lanka, has recommended the use of web platforms and smartphone apps to streamline food rescue efforts, reducing food waste and improving food security. In Peru's Piura region, integrating ICT in education has bridged urban-rural educational disparities, promoting access and equity in line with SDGs 4 (Quality education) and 10 (Reduced inequality).

Achieving the SDGs faster requires using scientific knowledge from natural and social sciences to guide transformative pathways and measure outcomes effectively. Evidence-based approaches are critical for prioritizing actions that fit specific contexts, considering how different SDGs can work together or conflict. It's also about overcoming barriers to implementation and getting stakeholders to cooperate.

3. Leveraging science and evidence-based tools for accelerated SDG progress

The Greenhouse Gas and Air Pollution Interactions and Synergies (GAINS) model, developed by the International Institute for Applied Systems Analysis (IIASA), supports decision-making by proposing

cost-effective strategies to manage air quality and reduce greenhouse gas emissions, thereby contributing to SDGs 3 (Good health and well-being), 7 (Affordable and clean energy), 11 (Sustainable cities and communities), and 13 (Climate action).

Science also provides the evidence and tools to develop integrated metrics such as the Years of Good Life (YoGL) indicator, considering different aspects of human well-being to help shape policies and predict future scenarios based on economic and climate changes.

4. Collaborative and interdisciplinary approaches for integrated SDG implementation

By integrating insights from various scientific disciplines and other relevant stakeholders, actions, and solutions can meet local needs and ensure sustainability.

For instance, in Bangladesh, collaborative efforts, underpinned by the latest scientific evidence, to adopt circular economy practices in the textile industry have promoted sustainable industry (SDG 9), responsible consumption (SDG 12), and clean water (SDG 6). Scientific research supports these initiatives by assessing impacts and informing the development of innovative solutions. Government policies and training are crucial in promoting sustainable practices and economic growth through these collaborative approaches.

5. Building capacity and mentorship for SDGs through science and innovation

Achieving the SDGs further hinges on enhancing capacities and skills across various levels, bolstering national STI systems, and advancing inclusive approaches. This includes training scientists, promoting science literacy, and improving education at all levels. Addressing challenges like mobility, brain drain, and gender disparities in STEM is especially important.

A notable example is the Center for Women in STEM (CWS) in Pakistan, which supports women in overcoming barriers through tailored support, career counseling, and access to scholarships. The CWS aligns with SDG 5 by empowering women and contributes to SDGs 4 (Quality education), 8 (Decent work and economic growth), and 9 (Industry, innovation and infrastructure) by enhancing education, supporting economic growth, and promoting industry

innovation.

Similarly, the Black Youth Mentorship and Leadership Program in Canada illustrates how mentorship can uplift marginalized groups, enhancing educational and economic outcomes for Black youth. These initiatives underscore the role of mentorship and education in promoting equity and advancing multiple SDG targets.

A critical moment to correct the course

The ‘science in action’ case studies showcase the readiness of the scientific and technological community to work with local communities, policy-makers, indigenous peoples, and other stakeholders to co-design and co-implement practical solutions that contribute to advancing the 2030 Agenda and its 17 SDGs. They furthermore underscore the importance and urgency of aligning scientific advancements with policy-making to address the multifaceted challenges hindering progress towards achieving the SDGs.

As the HLPF convenes, it provides a crucial platform to assess and accelerate our efforts toward achieving the SDGs. The forum should furthermore seek to showcase real-world success stories and share key learnings to bolster sustainability efforts and inspire impactful change.

(Retrieved from <https://council.science/blog/science-in-action-to-achieve-sustainable-development-goals/>)

Task 2. Complete the summary of the article above with the words in italics.

challenges, crises, exemplified, fields, deadline, growth, resilient, emissions, economic, cohesive, decisions, achieve, equality, aligning

The article highlights the critical role of science and technology in advancing the Sustainable Development Goals (SDGs), especially as the 2030 ____ (1) approaches and progress remains off track due to global ____ (2) like pandemics, conflicts, and ____ (3) instability. The International Science Council, in collaboration with the World Federation of Engineering Organizations (WFEO), has presented a paper for the High-level Political Forum (HLPF) featuring 13 case studies that showcase how science-based decision-making can address complex global ____ (4) and drive progress toward the SDGs.

The paper identifies five key themes: 1) Integrating global agendas, emphasising the need for ____ (5) approaches to achieve the SDGs alongside frameworks like the Paris Agreement. 2) Harnessing technology and innovation, showing how advancements in ____ (6) like medical technology and ICT can address inequality and improve health, education, and food security. 3) Leveraging evidence-based tools, such as the GAINS model, which supports ____ (7) on air quality and greenhouse gas ____ (8). 4) Collaborative and interdisciplinary approaches, ____ (9) by initiatives like Bangladesh’s circular economy in the textile industry. 5) Building capacity and mentorship, with examples of programs like the Center for Women in STEM in Pakistan, which empower marginalized groups and contribute to gender ____ (10), education, and economic ____ (11).

The article stresses the urgency of ____ (12) scientific advancements with policy-making and emphasises the need for capacity-building, mentorship, and inclusive approaches to ____ (13) the SDGs. As the HLPF convenes, it provides an opportunity to assess and accelerate efforts toward a sustainable and ____ (14) future.

Task 3. Browse the webpage of the United Nations <https://sdgs.un.org/goals>, learn about the 17 goals, and summarise the information learned in a presentation of up to 10 slides.



<http://sur1.li/iolyio>

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 українською мовою;
- назву статті, прізвище та ім'я мовою оригіналу;
- назву журналу або книги, видавництво мовою 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 англійської 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

| on pp.3-10

collection of articles ... by... editorial house in 2011 |
book ... by... editorial house in 2011 |

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

II.

a) The article	<i>deals with</i> <i>discusses</i> <i>touches</i> <i>discloses</i> <i>is devoted to</i>	the problem of ...
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The text tells us about ...

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

The major	<i>points</i> <i>matters</i> <i>problems</i> <i>issues</i>	of the text are the following: ...
-----------	---	------------------------------------

c) The author

<i>pays special attention to ...</i> <i>draws readers' attention to ...</i>
--

Much
Great
Special

attention is paid to...

The author

<i>concentrates on, focuses on</i> <i>stresses, underlines, emphasises</i> <i>points out</i> <i>dwells on (upon)</i> <i>distinguishes between</i> <i>speaks in details</i> <i>gives the classification</i>
--

III.

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

<i>consider</i> <i>believe</i> <i>suppose</i> <i>think</i> <i>guess</i>

the article to be of some (great) interest for ...

b) | *In my opinion* | the article is of | *great* | interest for

<i>From my point of view</i>	<i>some</i>
<i>To my mind</i>	
<i>the students in Economics</i>	
<i>the specialists in...</i>	
<i>a wide range of readers</i>	

Реферативний переклад

Реферативний переклад – 1) письмовий переклад задалегідь 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 випиcує 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 make some corrections to their thesis (hopefully not major ones). It's very rare for a dissertation to fail.

(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 екзамені.

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

My Research Work

- | | |
|---|--|
| 1. I am a
– <i>post-graduate student</i>
– <i>post-graduate</i>
– <i>research student</i>
– <i>research student on probation</i>
– <i>a probationer</i> | 1. Я
– <i>аспірант/ка</i>
– <i>аспірант/ка</i>
– <i>пошуковець</i>
– <i>стажист-дослідник</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
– <i>while a student</i>
– <i>while at the University</i> | 3. Я розпочав дослідження під керівництвом професора X
– <i>ще студентом</i>
– <i>навчаючись в університеті</i> |
| 4. Prof. X did distinguished research in ... | 4. Проф. X провів видатні дослідження в галузі ... |
| 5. He
– <i>delivers lectures on ...</i>
– <i>gives lectures on ...</i>
– <i>he lectures on ...</i> | 5. Він
– <i>читає лекції з ...</i>
– <i>читає лекції з ...</i>
– <i>читає лекції з ...</i> |
| 6. Last year I took my post-graduate course at the Department of
– <i>Geodesy</i>
– <i>Building Materials</i> | 6. Минулого року я поступив в аспірантуру на кафедру
– <i>геодезії</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> |
| 13. While at the University, I joined the student scientific society | 13. Ще в університеті я вступив в студентське наукове товариство |
| 14. There I made some reports on the results of my experiments and studies | 14. Там я робив доповіді за результатами дослідження та експериментів |
| 15. I read some papers at the student scientific conferences | 15. Я читав доповіді на студентських науках конференціях |
| 16. They were published later on | 16. Пізніше вони були опубліковані |
| 17. Since then I have been engaged in research | 17. З того часу я займаюся науковою роботою |
| 18. I am doing research on the problem of ... | 18. Я проводжу дослідження з проблеми ... |
| 19. I am working hard on the problem of ... | 19. Я наполегливо працюю над проблемою ... |
| 20. This work is | 20. Моя робота |
| – <i>in a preliminary stage</i> | – <i>на початковому етапі</i> |
| – <i>in progress</i> | – <i>в процесі</i> |
| – <i>nearing completion</i> | – <i>наближається до завершення</i> |
| 21. I worked a great deal in the | 21. Я багато працював в |
| – <i>library of our University</i> | – <i>бібліотеці університету</i> |
| – <i>regional scientific library</i> | – <i>обласній науковій бібліотеці</i> |
| 22. I started by | 22. Я розпочав з |
| – <i>reading special literature</i> | – <i>читання спец. літератури</i> |
| – <i>collecting different theoretical materials on the problem</i> | – <i>збору теоретичного матеріалу з проблеми</i> |
| – <i>collecting interesting facts</i> | – <i>підбору цікавих фактів</i> |
| – <i>collecting, arranging, and analysing the data and information obtained</i> | – <i>збору, систематизації та аналізу отриманих даних</i> |

- | | |
|--|--|
| 23. We are carrying out some interesting experiments | 23. Ми проводимо цікаві експерименти |
| 24. We hope to receive some reliable data | 24. Ми сподіваємося отримати достовірні дані |
| 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
– <i>working for my thesis</i>
– <i>doing my dissertation</i> | 30. Я
– <i>працюю над дисертацією</i>
– <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. Complete the text with passive verbs in the appropriate tense.

The Sustainable Development Goals (SDGs) _____ (*to adopt, Past Simple*) by the United Nations in 2015 to address global challenges and promote a more sustainable future. These 17 goals _____ (*to design, Present Simple*) to tackle issues such as poverty, inequality, climate change, environmental degradation, peace, and justice. Efforts to achieve the SDGs _____ (*to carry out, Present Continuous*) worldwide, with actions taken by governments, businesses, and civil society.

Each goal _____ (*to interlink, Present Simple*), and progress in one area often contributes to advancements in others. For example, the goal of quality education _____ (*to prioritize, Present Continuous*) in many countries, which _____ (*to expect, Present Simple*) to lead to improvements in economic growth and gender equality. Similarly,

renewable energy initiatives _____ (*to promote, Present Continuous*) to reduce environmental impacts and enhance energy security.

A wide range of resources and partnerships _____ (*to mobilise, Present Simple*) to ensure that no one is left behind in the pursuit of these goals. Monitoring and reporting systems are put in place to track progress and address gaps. It _____ (*to recognise, Present Simple*) that the SDGs can only _____ fully _____ (*to recognise, Passive Infinitive*) through collective efforts, and ongoing collaboration is essential for their successful achievement. As the global community works toward these objectives, the future of both people and the planet _____ (*to shape, Present Continuous*).

Task 4. 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 5. 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 6. 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-to' 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 7. 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 8 Complete the text with the verbs in brackets in Infinitive (full or bare) or Gerund (Ving) form in Active or Passive voice.

The Sustainable Development Goals (SDGs) aim _____ (transform) the world by _____ (address) urgent global challenges. _____ (promote) equality, ending poverty, and _____ (protect) the environment are key targets that need _____ (to achieve). Many countries are committing to _____ (take) action, _____ (implement) strategies, and _____ (work) collaboratively _____ (meet) these goals. Efforts are being made _____ (improve) access to education, _____ (provide) clean water, and _____ (reduce) inequalities.

_____ (foster) sustainable economic growth is essential for _____ (create) job opportunities and _____ (ensure) long-term prosperity. By _____ (focus) on _____ (reduce) carbon emissions and _____ (promote) renewable energy, significant progress can _____ (make) in _____ (combat) climate change. Governments, businesses, and individuals are encouraged _____ (participate) in _____ (find) solutions and _____ (contribute) to the collective effort.

It is important _____ (invest) in technology and innovation, as these play a crucial role in _____ (address) various issues, such as _____ (improve) healthcare and _____ (promote) sustainable farming practices. _____ (continue) _____ (support) women's empowerment

and ____ (strive) ____ (achieve) gender equality are also central to the SDGs' vision.

____ (work) towards these goals requires ____ (engage) local communities, ____ (prioritise) education, and ____ (commit) to sustainable consumption. As more people recognize the importance of ____ (take) action, it is hoped that positive change will continue ____ (spread), ensuring a better future for generations ____ (come).

Task 9. Complete the sentences with suitable prepositions.

1. A major cause ____ accidents is 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 10. 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 11. 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 12. 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 humans (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 13. 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 + noun		sometimes	
the majority of		often	
a minority of		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 14. 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 summarise	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

be made up of
 carry out a series of experiments/research
 go against current theories
 go into (the causes of the ...)
 go/look back over (this term notes)
 go on to

 go through
 put forward (an idea/view/opinion/theory/plan)
 make up
 point out
 point up
 set out (to do something)
 set out (experiments)
 set up (series of)
 work on (behaviour)

one-verb synonym

consist of
 conduct

 not be in agreement with
 discuss
 revise, review

 do something after doing something else
 check
 present

 constitute
 observe
 highlight
 aim
 describe
 prepare, arrange
 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 15. 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 16. 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 17. Match the beginning of each sentence with the most appropriate ending.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Feudal society was made 2. Carlson was the first to put 3. Her results appear to go 4. The investigation pointed 5. It took him a long time to work 6. The geography book sets | <p>forward a convincing theory with regard to this question.</p> <p>out the flaws in the school's testing methods.</p> <p>out the solution to the algebra problem.</p> <p>out a lot of basic information about all the world's countries.</p> <p>against what she had found in her earlier studies.</p> <p>up of clearly defined classes of people.</p> |
|--|---|

Task 18. Complete the text with the correct word in italics below.

*forward, out (*4), for, on, up (*3), down, down on, in,*

The Sustainable Development Goals (SDGs) were set ____ (1) to tackle some of the world's biggest challenges, and efforts are being made globally to carry them ____ (2). Countries are trying to figure ____ (3) how to end poverty and reduce inequality while protecting the environment. To achieve these goals, people are being encouraged to come together and take action.

One of the key goals is to clean ____ (4) the planet by cutting ____ (5) pollution and slowing ____ (6) climate change. Governments are stepping ____ (7) their efforts to promote renewable energy and push for more sustainable practices. Local communities are being involved ____ (8) finding solutions and helping ____ (9) in any way they can.

To make a real impact, it's essential to follow through on commitments and make sure that no one is left behind. Many businesses are stepping in, offering support, and looking ____ (10) ways to drive change. Additionally, organizations are working hard to raise awareness and get people to act on the importance of achieving these goals.

As the world continues to move ____ (11), progress will depend ____ (12) everyone pulling together and sticking with their plans. Achieving the SDGs won't happen overnight, but with dedication

and teamwork, positive change can be rolled ___(13) on a global scale.

Task 19. 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 20. 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 21. 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.

way | 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 22. 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 23. 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 24. 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 25. Match the prefixes with their meanings.

- | | |
|--|---|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 26. 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 27. 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 28. 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 29. 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 the 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 30. 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 31. Learn about the hedging language and do a short test.

Hedging language refers to how a writer expresses certainty or uncertainty. Often in academic writing, a writer may not be sure of the claims that are being made in their subject area, or perhaps the ideas are good but the evidence is not very strong. It is common, therefore, to use language of caution or uncertainty (known as *hedging language*).

Hedging verbs

The verbs **appear** and **seem** may be used to express uncertainty. *Appear* and *seem* can be used with existential clauses (the verb *to be*) to indicate caution.

- *appear/seem to + verb*
 - There **appears to be** a correlation between social class and likelihood of getting to university,
- *seem to + ver*
 - It **seems to be** the case that non-native speakers of English rely more on the mother tongue.

The verbs **appear** and **seem** may also be followed by the **subordinating conjunction**

- *appears as if/though + clause*
 - It **appears as if/though** they had been working together

- *seems as if/though + clause*
 - It **seems as if/though** expeditions to Mars will be possible in the future.

Appear and **seem** can also be used with **that + clause**

- It **seems that** the scope of the native speaker in Korea is narrow and limited in the sense that Americans are believed to be an absolute image of a native speaker.

A writer may also use **reporting verbs** to express uncertainty about a claim:

- Other studies **suggest that** using L1 supports the development of language acquisition.
- Larsen-Freeman and Long (1991) **argue that** input alone is not enough for language .
- Liu et al. (2004) **claim that** around a number of students are expected to drop out of their courses early.

Modal Verbs

A writer can also hedge their claims by using the **modals of uncertainty** (*may/might, could, can*):

- Advocacy groups **may ask** an institution such as judges, politicians, or scientists, to take on, highlight, or, in the best case, show support towards their particular stance.
- A policy image **might fit** into one venue better than another.
- In the 1950s, the American Government put forward a positive image of nuclear power as a new source of cheap and endless energy that **could help** reduce the dependence on imported oils.
- Policy actors **can make use of** scientific evidence to increase the legitimacy of their stance.

That-clauses

Writers may also express uncertainty using a number of *that-clauses*.

For example:

- It is clear that ...
- It is apparent that ...
- It may be perceived that ...
- It has been suggested/argued/claimed that ...
- It seems evident that ...

Adverbs

Adverbs may be used to express uncertainty. Note that these adverbs often go just before the main verb in a sentence. For example:

- All teachers were fully aware of the class being recorded, so they **probably spoke** more English than they usually would.
- She argues that strategies of expansion do **not necessarily have to involve** authoritative institutions only.
- There are always a number of issues which could **potentially get** onto the agenda.

A writer may also use a combination of structures:

- Research on the experiences of university students **appears to indicate that** social class is a determiner of participation in student societies.
- Early reports **seem to suggest that** a deal between the US and Iran may be signed before midnight.
- **It appears that it may not be** possible for all participants to be interviewed.

TEST. Rewrite the sentence using the prompts.

1. Students benefit most from relationships outside the classroom (John and Edwards, 2007)

argue

John and Edwards (2007) _____ students benefit most from relationships outside the classroom.

2. Students live in student accommodation.

tend

Students _____ live in student accommodation.

3. Listening skills improve through classroom activities and interaction outside the classroom.

appears

It _____ if listening skills improve through classroom activities and interaction outside the classroom.

4. A lot of international students mix well with domestic students.

evident

It _____ many international students mix well with domestic students.

5. Students don't need to translate words from Chinese to English.

necessarily

Students _____ need to translate words from Chinese into English.

6. Regular IELTS practice has a positive effect on listening skills.

perceived

It may _____ regular IELTS practice has a positive effect on listening skills.

(Retrieved from <https://www.bristol.ac.uk/academic-language/media/BEAP/5.4/index.html>)

Task 32. Put the linking expressions from the text under the heading which describes how they normally are used.

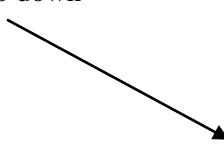
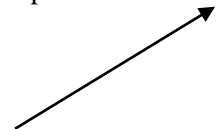


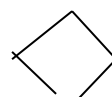
although as a result (of) because (of) consequently
despite/in spite of due to for instance finally first of all
furthermore however in addition in conclusion
in the same way lastly moreover nevertheless next on
the other hand provided (that) similarly so so as (not to)
so that such as therefore to conclude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

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

Task 33. 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(ily) 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 substantial increase 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 34. 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	soared
dipped	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 35. To add variety to your writing you can use 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 36. 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 37. 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

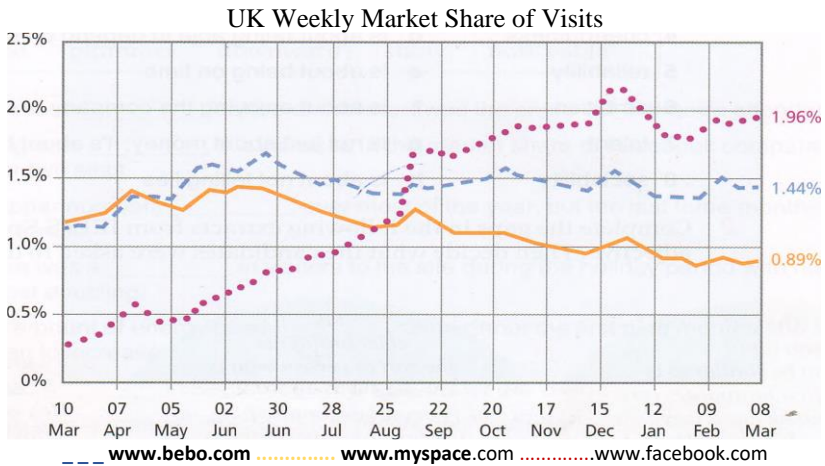
1. The most _____ feature of the chart was the sharp fall in theatre attendance.
2. The graph _____ the increase in the market share of Facebook compared to the other two sites.
3. Shopper numbers _____ over most of the year, but the last three months were less erratic.
4. There was a _____ in visitors 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 the 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 38. 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 the year.

C. The chart illustrates the market share of hits to various social networking sites in the UK weekly over one year to March 2008.

Task 39. 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 8th March 2008.

The most viewed site (3)___ clearly www.facebook.com, whose

share of the market (4)_____ dramatically from approximately 0.25 percent on 10th March 2007 to 1.96 percent on 8th 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 percent 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 percent, a rise of approximately 40 percent. In contrast to the other two websites, the market share of www.myspace.com (9)_____, decreasing from approximately the same level as www.bebo.com on 10th March 2007 to 0.89 percent.

Task 40. 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	B
1. $1/3$	a) two thirds
2. $2/3$	b) three fifths
3. $1/2$	c) (a/one) half
4. $1/4$	d) three-quarters
5. $3/4$	e) seven out of ten
6. $3/5$	f) one in three
7. $7/10$	g) a/one quarter

Task 41. 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 42. 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 2000 (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 43. 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

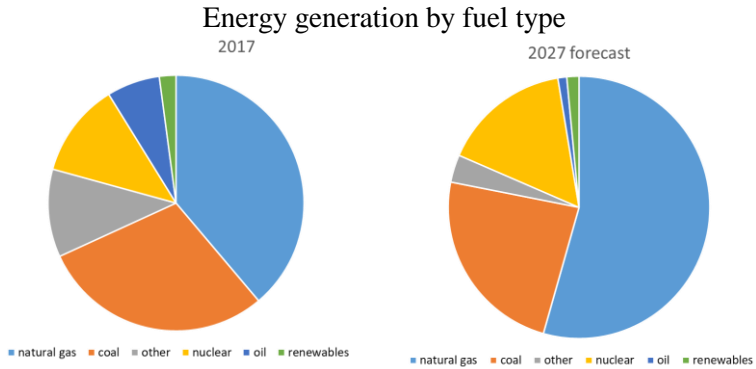
3. in 2000 automobiles make up bulk passenger kilometres but 2060 this forecast drop to

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 44. 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.

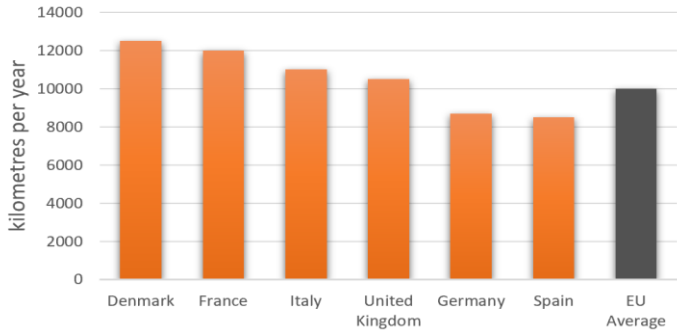


Task 45. The bar charts below give information on road transport in a number of European countries.

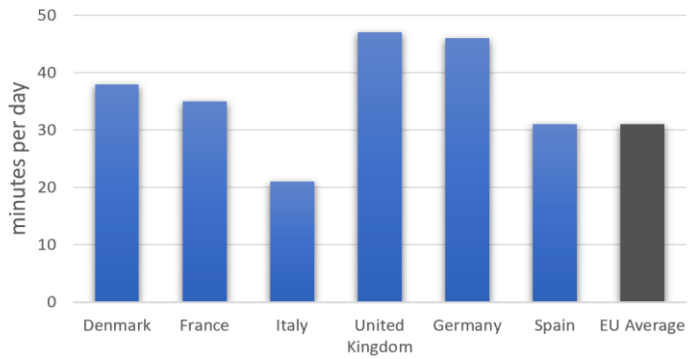
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Travel per person by 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.
Starting another	Let's turn now to the question of _____

Function	Language
	<p>Now we'll move on to _____ I'd like now to discuss _____ – Next _____ Let's look now at _____ Now let me turn to _____</p>
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	<p>Therefore, _____ So, _____ As a result, _____ Consequently _____ That's why _____ This is because of _____ It may result in _____</p>
Giving an example	<p>For example, _____ A good example of this is _____ As an illustration, _____ To give you an example, _____ To illustrate this point _____</p>
Dealing with questions	<p>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.</p>
Summarizing and concluding	<p>To conclude, _____ In conclusion, _____ Now, to sum up _____ So let me summarise (briefly) what I've said. So. We've covered three main points _____ Finally, let me remind you some of the issues we've covered</p>
Ordering	<p>Firstly / secondly / thirdly / lastly, _____ First of all / then / next / after that / finally, _</p>

Function	Language
	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?

Follow the link <https://paperpile.com/g/make-scientific-presentation/> to learn more how to make a scientific presentation in English.

Task 46. Below you will find a number of ways of stating the purpose of your presentation. Complete them using the words given.

OK, let's get started. Good morning, everyone. Thanks for coming. I'm (your name).

This morning I'm going to be:

showing talking taking reporting telling

1. ... to you about the videophone project.
2. ... you about the collapse of the housing market in the early 90s.
3. ... you how to deal with late payers.
4. ... a look at the recent boom in virtual reality software companies.
5. ... on the results of the market study we carried out in Austria.

... so, I'll begin by:

making outlining bringing giving filling

1. ... you in on the background to the project.
2. ... a few observations about the events leading up to that collapse.
3. ... company policy on bad debt.
4. ... you an overview of the history of VR.
5. ... you up-to-date on the latest findings of the study.

... and then I'll go on to:

put discuss make highlight talk

1. ... what I see as the main advantages of the new system.
2. ... the situation into some kind of perspective.
3. ... you through our basic debt management procedure.
4. ... detailed recommendations regarding our own R&D.
5. ... in more depth the implications of the data in the files in front of you.

Task 47. Cross out the verbs which do not fit in the following presentation extracts. The first one has been done for you as an example.

1. First of all, I'd like to ~~preview / overview~~ / **outline** the main points of my talk.
2. Perhaps I should start off by **pointing / stressing / reminding** that this is just a preliminary report. Nothing has been finalised as yet.
3. But later on I will, in fact, be **putting forward / putting out / putting over** several detailed proposals.
4. One thing I'll be **dealing with / referring / regarding** is the issue of a minimum wage.
5. And I'll also be **asking / raising / putting** the question of privatisation.
6. So, what we're really **driving at / aiming at / looking at** are likely developments in the structure of the company over the next five to ten years.
7. If we could just **draw / focus / attract** our attention on the short-term objectives to begin with.
8. The eighteen-month plan, which by now you should've all had time to look at, **outlines / reviews / sets out** in detail our main recommendations.
9. Basically, what we're **suggesting / asking / reviewing** is a complete reorganisation of staff and plant.
10. I'd now like to **turn / draw / focus** my attention to some of the difficulties we're likely to face.
11. I'm sure there's no need to **draw out / spell out / think out** what the main problem is going to be.
12. But we do need to seriously **ask / answer / address** the question of how we are going to overcome it.
13. The basic message I'm trying to **get through / get across / get to** here is simple. We can't rely on government support for much longer.
14. Disappointing end-of-year figures **underline / undermine / underestimate** the seriousness of the situation.
15. And the main conclusion we've **thought / got to / come to** is that massive corporate restructuring will be necessary before any privatisation can go through.

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.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.

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Web of Science Master Journal List – WoS MJL by Clarivate

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5. University of Bristol. Centre for Academic Language and Development. Hedging Language. URL: <https://www.bristol.ac.uk/academic-language/media/BEAP/5.4/index.html>
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