

Міністерство освіти і науки України

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ПОЛІТЕХНІКА»**

Кафедра іноземних мов

**МЕТОДИЧНІ ВКАЗІВКИ ДО ПРАКТИЧНИХ ЗАНЯТЬ
З АНГЛІЙСЬКОЇ МОВИ**

ENGLISH FOR PROFESSIONAL PURPOSES

II PART

(АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)

II ЧАСТИНА

для здобувачів III рівня вищої освіти (PhD)

Спеціальність 123 Комп'ютерна інженерія

Одеса

Одеська політехніка

2025

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для здобувачів III рівня вищої освіти (PhD)

Спеціальність¹²³ Комп'ютерна інженерія

Затверджено
на засіданні кафедри
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Протокол № 7
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Методичні вказівки до практичних занять з англійської мови English for professional purposes. Part 11 (Англійська мова за професійним спрямуванням 11 частина) для здобувачів III рівня вищої освіти (PhD)/ Спеціальність 123 Комп'ютерна інженерія
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ПЕРЕДМОВА

Методичні вказівки до практичних занять з англійської мови English for professional purposes. Part 1I (Англійська мова за професійним спрямуванням 1I частина) для здобувачів III рівня вищої освіти (PhD)/ Спеціальность123 Комп'ютерна інженерія

Метою Методичні вказівки є взаємозв'язане формування у здобувачів вмінь та навичок в різних видах мовної комунікації (читання, письма та говоріння англійською мовою) відповідно до Програми за тематикою включених напрямків.

За рахунок тренування в читанні текстів і виконання завдань комунікативного характеру здобувачі підвищують рівень практичного володіння англійською мовою за напрямком з рівня B2 до рівня C1 (за критеріями Документа Ради Європи «Загальноєвропейські компетенції володіння іноземною мовою: Вивчення, викладання, оцінка» - CEFR), що дає можливість: вільно читати оригінальну літературу іноземною мовою у відповідній галузі знань; оформляти витягнуту з іноземних джерел інформацію у вигляді перекладу або резюме; робити повідомлення і доповіді іноземною мовою на теми, пов'язані з науковою роботою майбутнього фахівця; вести бесіду за напрямком.

Методичні вказівки містять 15 практичних заняття (Units), об'єднаних за тематикою вказаних напрямків і є ідентичними у структурному відношенні. Кожне заняття складається з тексту та комплексу мовних вправ, які розраховані на удосконалення навичок активізації словарного і граматичного мінімуму професійного спрямування.

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UNIT 1

Further development of skills of overview, informative and in-depth reading on the materials of original scientific information on the subject.

Participle 1, Participle 2

Мета заняття Здатність застосовувати знання у практичних ситуаціях

Reading in depth means **reading a text more carefully**. This does not mean that you have to read every word out loud or stop every time you come to a word you do not know or even read very slowly. It does mean that you should take enough time and focus to make sure that you truly understand what the text is saying.

The best way to deal with these sorts of texts is a three-step method.

Read sections of the text in a steady way without stopping.

Go back for a second reading.

If you are reading something on paper, use your pencil to mark out any words or short sections of the text that you don't understand. You can go back to these sections and read them again or get someone else to help. You can also use a dictionary to check the meaning of any unfamiliar words. If you are reading something online, you can make a note of any parts you don't understand.

Exploratory reading allows you to increase your background knowledge about a topic. But **in-depth reading requires** you to read for a *narrower purpose*, in order to understand the concepts or arguments of a text. This type of reading is also referred to as “focused reading” or “deep reading.”

In-depth reading is used to:

gain a deeper understanding of a text.

research detailed information for an assignment.

read difficult sections of a text.

For example, when using a **research question** to guide your reading, try to find answers to your research question, to make your reading efforts more focused and purposeful.

In-depth reading to find the key points

If, after skimming the text, you decide to read it more closely and gain an in-depth understanding of its topic, the next step consists of reading the full text and identifying the key points. An effective way to identify key ideas is to highlight important parts of the text by underlining or using a highlighter pen.

This approach is designed to select and focus only on the core meanings of an extract. Highlighting involves making judgements about what is important. It is not about capturing every detail but getting a general overview of the key ideas.

Therefore, it is important to highlight only very few words and phrases in each paragraph. Paragraphs usually focus on one key point and, while they may include an illustrative example that may be useful, it is the main point that you need to identify first and foremost.

The deep reading definition varies significantly depending on who you ask. Some see it as a form of critical reading, meaning that they expect deep reading to mean focusing on every single word on the page, analyzing the meaning and the way the text is written. Understanding the deeper meaning of everything, exploring the techniques used by the writer, and dissecting the way each sentence is formed.

Others define deep reading as focusing more on the experience. For them, the importance of deep reading lies in the way the reader lives through the story he reads. Deep reading can be a form of meditation through which the reader becomes one with the

story and the characters and basically experiences the entire reading material in the mind's eye, exploring...

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

, carefully, to deal with, steady, therefore, important, to highlight, definition, vary, significantly, depend on, key points, to mean, consists of, capturing, include, approach, to select, exploring

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: Reading in depth means reading a text more carefully

2. Question: _____ -

Answer: The next step consists of reading the full text and identifying the key points

3. Question: _____

Answer: It is important to highlight only very few words and phrases in each paragraph

4. Question: _____

Answer: Others define deep reading as focusing more on the experience

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What does it mean reading in depth?
2. What does Highlighting involve?
3. What does **Exploratory reading** allow you ?
4. What can you tell about the deep reading definition ?

Participle 1, Participle 2

Exercise 1 Open the brackets and use the correct form of Participle I.

1. That night, (go) up to his room he thought of his unpleasant duty. 2. She smiled (remember) the joke. 3. A new road will soon be built (connect) the plant with the railway station. 4. He speaks like a man (take) his opinion of everything. 5. (Not know) that she could trust them she did not know what to do. 6. And (say) this he threw himself back in the armchair. 7. I spent about ten minutes (turn) over the sixteen pages of *The Guardian* before I found the main news and articles. 8. (Be) so far away he still feels himself part of the community. 9. The boy came out of the water (shake) from top to toe. 10. (Support) her by the arm he helped her out of the taxi.

Exercise 2 Open the brackets and use the correct form of Participle II.

1. She looked at the table. There was a loaf of brown bread (divide) into two halves. 2. There was another pause (break) by a fit of laughing of one of the old men sitting in the first row. 3. The child (leave) alone in the large room began screaming. 4. The centre of the cotton industry is Manchester (connect) with Liverpool by a canal. 5. The story (tell) by the old captain made the young girl cry. 6. He did not doubt that the information (receive) by morning mail was of great interest for his competitors. 7. The equipment (install) in the shop is rather sophisticated. 8. We've got a great variety of products, which are in great demand. Here are some samples (send) to our distributors last month. 9.

The methods that were applied in the building of the new metro stations proved to be efficient. 10. She warmed over the dinner that she cooked yesterday.

Exercise 3 Open the brackets and fill in with the proper participle.

He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy.

UNIT 2

Further development of skills of overview, informative and in-depth reading on the materials of original scientific information on the subject.

Мета заняття Засвоєння мовних явищ, характерних для наукового стилю мовлення, і особливостей його усних і письмових жанрів.

Read the text as Informative and In-depth reading and tell about the features of these kinds of reading.

Scientific communication

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, criticise and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences. Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure. Another opportunity to share and exchange opinions and information is national and international conferences and symposia. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers. After receiving all necessary materials the committee publishes a programme of the events. At the conference the participants present their papers and listen to the reports read by others on the latest developments and the state of the art in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, find out the details of some experimental procedures. The materials of conferences and symposia are usually published to allow others to keep abreast of the achievements in science. Another type of scientific meeting are a laboratory or work.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Essential, achieve, through, various, discoveries, carry, various, discoveries, deductions, speculations, observations, rely on, opportunity, share, exchange, opinions, participants

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: The aim of a scientist is to create, criticise and thus contribute to the progress of ideas.

2. Question: _____ -

Answer: Generally scientific papers are derivative and depend on previous research.

3. Question: _____

Answer: A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

4. Question: _____

Answer: An organizational committee is set up which decides where and when a conference should be held.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is a science?
2. What do Articles in regular scientific journals carry from one research worker to another?
3. What does a scientist rely on?
4. Who reads the papers on general topics?

UNIT 3

Peculiarities of translation of general scientific texts..

Participial Constructions

Мета заняття Здатність працювати з різними джерелами.

TRANSLATION OF SCIENTIFIC ARTICLES AND THEIR SPECIFIC FEATURES

Scientific translation is a type of professional translation. Unlike literary translation, scientific translation does not contain emotional expressions, literary techniques, such as metaphor, expressive comparisons, etc. In other words, all translations of scientific texts are performed exclusively in a scientific style.

TYPES OF SCIENTIFIC TRANSLATIONS

Professional translators deal with many types of scientific translations in their work. Most often in our scientific Translation Agency we work with the following types of scientific texts:

Scientific article. This is a scientific work, the essence of which is to consider the solution of a particular problem. Since scientific articles are published in magazines, newspapers, and Internet publications, the demand for translation of such texts is quite high. Therefore, our specialists translate scientific articles in the best possible way and in the shortest possible time.

Research result. This text contains the results of various studies. These documents often contain formulas, calculations, and drawings.

Scientific dissertation. The translation of a dissertation usually is required in cases where foreign researchers are involved in the labor protection process.

Textbook. Although textbooks provide information in a simplified way for better understanding, only a competent translator of scientific texts can complete this task without losing pedagogical value.

All of the above-listed types of scientific works, as well as many others, are translated by our Agency at the highest level of quality. In our Agency, we perform dozens of scientific translations every year.

SPECIFICS OF SCIENTIFIC TRANSLATIONS

The main purpose of scientific translation is to convey the exact content of the document. In this type of translation, every phrase matters. If a literary translation can be filled with various comparisons, metaphors, and metonymies, translations of various scientific articles are quite "dry" and technical. Translation of terms is particularly difficult. It is very important to choose an equivalent term in the target language. Inexperienced translators, as well as freelance translators, often do not have enough knowledge about the specifics of translating terms. In order to be a translator of even a simple scientific text, one needs to have a lot of specialized knowledge, have the highest level of foreign language proficiency, and know the principles and stages of translation. Therefore, we do not recommend that you entrust such a responsible task to amateurs.

Translating a scientific text is a common task for translators. This is due to a well-thought-out methodology and a responsible attitude at every stage. After receiving the source text, translators conduct a detailed analysis of it. The next step is to create a glossary. When compiling a glossary, a scientific translator studies popular scientific articles so that all the terms are relevant.

Translators take into account the stylistic features of the source language, grammatical rules and regulations, design style, and many other nuances.

Thanks to this process organization, it is guaranteed accurate compliance with original..

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Contain, expressions, perform., deal with, exclusively, deal with, convey, exact, to choose, term, target language, Inexperienced translators, freelance, when compiling, take into account.

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: „Scientific translation does not contain emotional expressions, literary techniques, such as metaphor.

2. Question: _____ -

Answer Our specialists translate scientific articles in the best possible way and in the shortest possible time.

3. Question : _____

Answer Translation of terms is particularly difficult.

4. Question: _____

Answer Translators take into account the stylistic features of the source language, grammatical rules.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What can you tell about scientific translation unlike literary translation ?
2. What types of scientific translations do you know?
3. What is the main purpose of scientific translation?
4. What do translators take into account ?

Participial Constructions

Exercise1 Open the brackets and use participial constructions with the conjunctions when, while, as if, as though, if, till, unless.

Example: When you cross the street, be careful at the crossroads. — When crossing the street, be careful at the crossroads.

1. When he was lying he spoke more quickly than when he was telling the truth. 2. She stood in front of the mirror as if she were speaking to herself. 3. She screamed as though she had been badly hurt. 4. He is a quiet man. He never hurries unless he is pressed for time. 4. While I was waiting for you, I was looking through newspapers and magazines. 5. When he was asked about it, he could say nothing. 6. While I was crossing the street yesterday, I saw an accident. 8. A promise accounts so little till it is kept. 9. When he was a student he used to study at the library. 10. He was hesitating whether for take the step, which if it was mistaken, could put him to trouble.

Exercise 2 Paraphrase the following using Participle I where it is possible.

Example: The man who is speaking to Mary is a well-known surgeon. — The man speaking to Mary is a well-known surgeon.

1. The woman who is working in the garden is my sister. 2. The man who made a report yesterday came back from the USA. 3. I couldn't ring them up because I did not know their telephone number. 4. We went to see our friends who had just returned from a voyage. 5. The sidewalks were crowded with people who were watching the carnival. 6. He had a massive gold watch, which had belonged to his father. 7. He stood at the counter and hesitated, he did not know what to choose. 8. The conferences, which are held at the University every year, are devoted to ecological problems. 9. Unable to attend the conference that took place a month ago, we asked to send the typewritten reports. 10. I looked at the people who were lying on the beach. 11. The people who are waiting for the doctor have been sitting here for a long time. 12. The man who phoned you yesterday is waiting for you downstairs.

UNIT 4

Translation of special scientific texts.

Мета заняття Здатність працювати з різними джерелами, розшукувати, обробляти, аналізувати і синтезувати отриману інформацію

The translation of specialised texts is done by translators who are familiar with the subject matter of the text in question and the specific terminology. The texts can be related to many different sectors: Science: pharmacy, dietetics, nutrition, biology, medicine, optics, chemistry, patents...

What are specialized texts?

A text to be translated is specialized if translating it calls for knowledge in some field that would not normally be part of a translator's or translation student's general knowledge.

Specialized translation is a term and concept used in the translation business and in translation schools. A text to be translated is specialized if translating it calls for knowledge in some field that would not normally be part of a translator's or translation student's general knowledge.

Specialized translation .

In order to understand the specialized text that is to be translated, and write the translation, the translator must have or acquire somewhat advanced or even highly advanced concepts of the relevant field. However, the level of understanding required to translate specialized texts is considerably less than the level possessed by practitioners of the field in question. Sometimes even experienced translators must consult practitioners when their knowledge falls short.

Understanding is necessary because translation is not a matter of replacing words in one language with words in another. Translators have to be able to guarantee that their translations have more or less the same meaning as the text in the original language. If they do not have a fairly good understanding of what the writer of that text was trying to say about the subject matter, then no such guarantee can be given.

.Some uses of "specialized translation" and its synonyms

Here are some examples of the ways the term **specialized translation** has been used. Some people use **technical translation**, **pragmatic translation** or **LSP translation** as synonyms (LSP = language for special or language for specific purposes).

1) "**Specialized translation** covers the specialist subject fields falling under non-literary translation, the best known of which include science and technology, economics, marketing, law, politics, medicine and mass media...as well as lesser researched areas such as maritime navigation, archaeology...."

2) "Due to the semantic ambiguity of the English adjective 'technical', the term can relate to content either from technology and engineering or from any specialized domain. In this article, the term is understood in the narrower sense. In the broader sense, the activity is also called '**specialized translation**'. Much of what is said here about **technical translation** equally holds for specialized translation and to some extent also for specialized communication in general."

3) "I felt that a journal dedicated to **specialised translation** was needed, both to promote research in non-literary communication and to exchange information between translators, subject-field specialists and academics."

As can be seen, specialized translation is often defined by contrast with literary translation, though one person has written an entire book opposing this view. Much translation theory has been rooted in literary translation even though, in today's world, most translation is not literary (figures are hard to come by, though most people in the field would probably agree).

Apparently similar terms in other languages (French 'traduction spécialisée', German 'Fachübersetzung') are not necessarily used with the same range of meanings as the English term **specialized translation**.

In 2018, the *Journal of Specialized Translation* Issue 38 included a detailed review of the articles it had published since its founding in 2004, showing how the journal's concept of specialized had changed.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Purposes, dedicate, equally, hold, to some extent, in general., define., opposing this view
figures, hard to come by, cover, fields, fall, fairly, understanding. specialized domain

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: _ Specialized translation is a term and concept used in the translation business

2. Question: _____

Answer : Some people use technical translation, pragmatic translation or LSP translation

3. Question : _____

Answer : I felt that a journal dedicated to specialised translation was needed

4. Question: _____

Answer: . In 2018, the *Journal of Specialized Translation* Issue 38 included a detailed review of the articles.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What are specialized texts?
2. Why is Understanding necessary?
3. What is 'specialized translation' ?
4. What are the synonyms of "specialized translation" ?

UNIT 5

Informative reading of an English text on speciality

Modal Verbs

Мета заняття ,Вдосконалення й подальший розвиток знань, навичок і вмінь з іноземної мови (англійської)

Read the text as Informative and In-depth reading and tell about the features of these kinds of reading.

Successful Business Presentation Skills

These are the three cornerstone skills for developing and making effective business presentations.

- The key to successful business presentations is preparation. The first step in preparation is to find out everything you can about your audience's interests and needs from your presentation. This gives you a solid foundation upon which you can build.
- Knowledge of the requested topic is also critical; if you don't know the topic well, the amount of time you spend in preparation and the amount of stress you experience will multiply - possibly past your ability to do an effective business presentation. Only accept and do business presentations that you are confident you can handle. Don't try to be a superhero. But, you also need to occasionally push the window of your comfort zone, or you won't continue your own growth.

- A straightforward business presentation of dry, factual information can make your audience's eyes and ears glaze over. In addition to the facts, your knowledge, and your research for your business presentation, you need to spice up the material. Even HR training, on topics such as policies, need not be dry and boring. Have stories to share and ideas and examples that will engage your audience. For effective business presentations, you may want to include a couple of questions that you ask your audience members to discuss with the person sitting next to them.

If you cannot do these three foundational business presentation skills, maybe you're not the right person to make the business presentation. In these additional tips about effective business presentations, the assumption is that you are and can.

More Business Presentation Skills

The Importance of Think Time Before a Business Presentation: The most important preparation for your business presentation is often not the obvious. It's the thought time and research time you spend for weeks in advance of the meeting once you understand your audience's needs.

Limit the Content and the Goals of Your Business Presentation: No matter how much time you have allotted for your business presentation, you don't have time to tell the audience everything you know. For speakers with years of experience, the temptation to overwhelm the audience with everything you know must be avoided. You'll bore them, annoy them, and fail to earn fans.

Begin Your Business Presentation With an Attention Gaining Manner: Start your business presentation with a startling fact, a question, a revelation, or a pertinent story. Once you have gained the audience's attention, tell them what you will talk about during your business presentation. Make your core or thesis point, then build your business presentation around the 4-6 key points referenced. Finish by summarizing what you told them.

Limit the Use of Visuals and PowerPoint in Your Business Presentation: Unless you need to illustrate key points, the use of visuals and powerpoint presentations that provide bullet points of your spoken words is boring and redundant. A prop or slide is helpful only when it is needed to illustrate a key point.

Focus on the Value You Bring Your Audience in Your Business Presentation: Love your audience and know and believe that you are bringing them the information they need and will value. Respect them by being yourself. It's not about you; it's about them. Speak from your heart and your most deeply held beliefs.

Business presentations have such wonderful potential to influence thinking and change lives. Business presentation skills elevate and add value to your ability to contribute and to influence others.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

find out, cornerstone skills, amount, spend, amount, experience, ability, accept, obvious. allot, to overwhelm, a revelation, pertinent story, gain, attention, provide, bullet points, redundant.

Exercise 3 Ask the questions to the given answers:

- 1. Question: _____
Answer: You also need to occasionally push the window of your comfort zone, or you won't continue your own growth.

2. Question: _____ -

Answer : If you cannot do these three foundational business presentation skills, maybe you're not the right person to make the business presentation

3. Question : _____

Answer : You need to illustrate key points, the use of visuals and powerpoint presentations

4. Question: _____

Answer: . Business presentations have such wonderful potential to influence thinking and change lives.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What are the three cornerstone skills for developing and making effective business presentations ?
2. What do you have to Begin Your Business Presentation With ?
3. Why are you recommended to Limit the Use of Visuals and PowerPoint in Your Business Presentation ?
4. What do Business presentations have to influence thinking?

Modal Verbs

Exercise 1 Open the brackets and fill in the blanks with the appropriate forms of the verbs must, have to or be to.

1. You ___ (not tell) him about it. It's a secret.
2. It looks like rain. You ___ (take) your raincoats.
3. You ___ (not talk) so loudly here.
4. In his youth he ___ (work) from morning till night to earn his living.
5. He ___ (wait) at the station till it stopped raining.
6. The secretary informed us when the manager ___ (come).
7. They ___ (leave) on Saturday, but because of the delay with their visas they ___ (book) tickets for Monday.
8. They ___ (not tell) him anything about it before they get further instructions.
9. He ___ (leave) for London that night.
10. ___ I (do) it all by myself?
11. It was too late to change their plans and they ___ (put up) with it.
12. You ___ (not prepare) all this work, I will help you.
13. Stay here till she is free. I think you ___ (not wait) long.
14. We ___ (conduct) a series of experiments this week.
15. Remember that we ___ (be) at this place not later than noon.

Exercise 2 Open the brackets and fill in the blanks with must, have to, be to, should, need, ought to (in note cases you may have several variants)

1. He ___ (not go) to court because the case was dismissed.
2. If I'm late, I'll ___ (take) a taxi.
3. The young ___ (respect) the old age.
4. The conversation grew awkward. She felt that something ___ (do), or else the party would break up.
5. They ___ (meet) tomorrow, so you ___ (not make) an appointment to see him.
6. You ___ (have) a visa to enter a foreign country.
7. You ___ (try) and be more punctual.
8. Why are you so late? — I ___ (change) a tyre.
9. You ___ (not shout), I am not deaf.
10. They ___ (cross) the English Channel now.

Exercise 3 Translate into English using the modal verbs.

1. Що тут відбувається? Не могли б ви сказати, у чому справа? - Мабуть, поліція ловить небезпечного злочинця (criminal), і тому тут не можна пройти.
2. Він міг би пояснити мені з самого початку, як це важливо.
3. Тобі слід поквартитися. Ми можемо запізнитися.
4. Який нудний фільм я подивився! Не варто було ходити в кіно, я міг би подивитися що-небудь по

телевізору. 5. Тобі слід було б сісти на дієту (go on a diet) ще півроку тому. Подивися на себе! Ти поправилася (gain) на 3 кілограми. Тобі не можна їсти солодке. 6. Невже вона загубила мій номер телефону? 7. Чому він мовчить (keep silence)? - Можливо, він не почув ваше запитання. Не могли б ви його повторити?

UNIT 6

Development of skills of informative reading on the material of scientific texts.

Мета заняття Здатність відслідковувати найновіші досягнення у професійній сфері та знаходити наукові джерела, які мають відношення до сфери наукових інтересів здобувача

Read the text as Informative reading and tell about the features of this kind of reading.

Electronics is the branch of science which controls electricity in order to convey a signal using semiconductor materials. These signals represent numbers, letters, sounds, pictures, computer instructions or other information. Radio systems were developed to read and understand these signals and in 1920 radio broadcasting started, making it possible for electromagnetic waves to travel long distances.

More sophisticated devices were needed during the Second World War and the invention of radar (Radio Detection and Ranging) represented a further step in electronics, making it possible to determine the altitude, direction and speed of moving and fixed objects.

The invention of television in the 1920s was one of the most revolutionary and popular inventions in history and it showed the importance of electronics in certain branches of industry. For the first time in history it became possible to transmit images and sound over wire circuits.

The first computer appeared in 1946. This machine, which could solve a wide range of computing problems, was built over a period of three years by a team of American scientists working at the University of Pennsylvania. It was a huge machine weighing almost 50 tons. The first transistor was assembled in 1957 by a team of scientists working at the Bell Laboratories in the U.S.A, and it was a real coming of age in the science of electronics because it replaced the use of valves. Transistors are very small, easy to handle, cheap, and they use little power.

The silicon chip - which followed the transistor in the 1960s - can contain up to several thousand transistors packed and interconnected in layers beneath the surface. It is really tiny (usually less than one centimetre square and about half a millimetre thick) and it has paved the way to microelectronics.

Electronics has influenced and improved the way information is stored, processed and distributed. Social and personal life has been deeply affected by these inventions and many financial, business, medical, education and political routines have been speeded up.

The **integrated circuit**, also known as a chip, is one of the most important inventions of the 20th century. Integrated circuits are used in almost all electronic equipment today, for example watches, calculators and microprocessors. It consists of millions of transistors and other electronic components combined to form a complex set on a thin slice of silicon or other semiconductor material. Chips are becoming tinier and tinier and they are produced in large quantities so that costs are reduced. Since signals have to travel a short distance, they work faster, consume less power and generate less heat. They are also more reliable given the limited amount of connections which could fail.

The microprocessor is the heart of any normal computer: it is a logic integrated circuit chip which can carry out a sequence of operations when it receives instructions from different input devices. As it doesn't contain a large memory, it can't work alone but needs to be supported by other integrated circuits to be connected with peripherals. Most microprocessors are found inside computers and are called the CPU (Central Processing Unit). In order to work properly,

the microprocessor needs to receive instructions from a memory chip. These instructions are then decoded, executed and 'elaborated so as to get the results available. The most sophisticated microprocessors can contain up to 10 million transistors and run 300 million cycles per second. It means that the computer can perform about a billion instructions every second. As technology continues to evolve, microprocessors are becoming tinier and tinier.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

branch , breadboard, broadcasting, convey, decode, further, huge, incoming , layer ,
outgoing , peripheral , slice, to speed up spring clip , tiny , wave

Exercise 3 Ask the questions to the given answers:

1. Question: _____ ?

Answer: A cellular phone uses radio signals to communicate between the phone and the antenna.

2. Question: _____ ?

Answer: The server area is divided into smaller areas called cells.

3. Question: _____ ?

Answer: If the phone moves to one serving cell to another, the radio signal is transferred to the actual cell without interrupting the conversation.

4. Question: _____ ?

Answer: The microprocessor handles all the functions for the keyboard, the display and the loudspeakers, and it controls the signal to the base station.

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is a conventional circuit made of?
2. What is a breadboard?
3. What are the advantages of chips compared to conventional electronic circuits?
4. What is a microprocessor?

UNIT 7

Difficulties and typical errors of translation of scientific texts.

Gerund.

Мета заняття Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів.

This study aims to show the challenges that students face in translating scientific texts . Here's why:

Challenges of Scientific Translation: How Do We Overcome Them?

Scientific translation is probably one of the most complex. As you can imagine, it is not only the actual words that must be taken into account, but also the specific meaning that these terms have in scientific language.

And so, **translation in science** has little to do with the more literary or colloquial translation you may be used to. That is why, in this article, we wish to convey the importance of having professional translators when it comes to **scientific-technical translations**.

What are the main challenges of scientific and technical translation?

These documents have three **very important characteristics**. We discuss them below:

1. One-to-one correspondence

The first of the problems you will face is the **myth of biunivocal terminology**. This means that each term is translated in only one way (one-to-one correspondence between terms), and there is no further complexity behind it. Or, in other words, mistakenly thinking that a word always has the same meaning.

Now, you may be wondering how do we translate these terms. The answer is not exact: it depends on the context. Therefore, it is important to also **know about science** and understand fairly precise aspects of the subject matter being translated.

2. Precise interferences in a science translation

The second challenge we want to mention is **precise interference**. We have assimilated expressions in Latin or terms from other older languages into all kinds of languages. Therefore, don't be afraid to use the **terminology of the source language** from time to time. This will also allow the scientists themselves to understand the text based on the context.

3. Simplicity and extreme accuracy

Finally, we would like to mention the importance of accuracy in scientific texts, where, through words, **precision and simplicity** are required. This may seem complicated when referring to unusual terms in the language. And, precisely because of this, it is quite difficult to get a scientific translation that is both fresh and has all the **accuracy** you need.

In this sense, to achieve a **fresh and accurate language**, it is important to take into account synonyms, grammatical constructions (which should be simplified as much as possible), subordinate clauses, the type of register we want to use and whether or not to use abbreviations. This can be compromised if we consider our classic false friends.

In short, as you have seen, scientific translation is much more complex than it might seem.

Scientific translation is a specialised area of translation that involves the translation of scientific documents, research papers, patents, and other technical materials. The process of scientific translation is complex and requires a high level of accuracy and attention to detail. It is a crucial service for businesses and organisations that work in scientific fields and require the translation of technical documents.

However, scientific translation can present a range of challenges, and overcoming these challenges is essential to ensure the accuracy and quality of the translation. In this blog post, we will discuss some of the common pitfalls of scientific translation and provide solutions to overcome these challenges.

1. Technical Terminology:

One of the most significant challenges in scientific translation is the use of technical terminology. Scientific documents often contain specialised terms and jargon that are specific to a particular field or industry. Translating these technical terms accurately is essential to ensure that the translation is clear, accurate, and understandable.

So, to overcome this challenge, it is essential to work with a document translation agency that has experience in scientific translation. The agency should have a team of translators who are experts in the relevant field, have a strong understanding of technical terminology, and have the necessary linguistic skills to accurately translate these terms.

2. Cultural Difference:

Cultural differences can also pose challenges in scientific translation. The meaning of certain words and phrases can vary significantly between cultures. It is essential to consider the target audience's cultural background when translating scientific documents to ensure that the translation is clear and accurate.

Thus, Working with a technical translation company that has experience in cross-cultural communication can help to overcome this challenge. The agency should have a team of translators who are knowledgeable about the target culture and have the necessary skills to accurately translate the content while taking cultural nuances into account.

3. Formatting:

Scientific documents often have a specific formatting style, and it is essential to ensure that the translated document maintains the same formatting. This is particularly important for research papers and academic journals, where formatting errors can lead to the rejection of the paper.

As a solution, we recommend that technical translation agency should have a team of translators who are familiar with the formatting requirements of scientific documents. The translators should have the necessary skills to ensure that the translated document maintains the same formatting as the original document.

4. Quality Control:

Quality control is crucial in scientific translation. Any errors or inaccuracies in the translation can have serious consequences, including incorrect scientific conclusions and research results. It is essential to ensure that the translation undergoes rigorous quality control checks to ensure its accuracy and quality.

5 Conclusion:

Scientific translation is a crucial service for businesses and organisations that work in scientific fields. However, it can present a range of challenges, including technical terminology, cultural differences, formatting, and quality control. Overcoming these challenges is essential to ensure the accuracy and quality of the translation. By working with a reputable document translation agency like TW Languages, businesses can ensure that their scientific translations are accurate, clear, and of the highest quality.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Significant, challenges, be essential, to ensure, quality control, maintain, particularly, important, journals, errors, rejection, consequences, include, incorrect, conclusions, research

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: . These documents have three **very important characteristics**

2. Question: _____ -

Answer : In short, as you have seen, scientific translation is much more complex than it might seem.

Question : _____

Answer The meaning of certain words and phrases can vary significantly between cultures.

4 Question: _____

Answer: Quality control is crucial in scientific translation

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What are the main challenges of scientific translation ?
2. What can you tell about scientific translation ?
3. What is One of the most significant challenges in scientific translation ?
4. What is crucial in scientific translation ?

Gerund.

Exercise 1 Open the brackets and use the proper gerund either in the active or passive voice.

1. The speaker was annoyed at (interrupt) every other moment. 2. He showed no sign of (hurt). 3. They showed no sign of (recognize) us. 4. He insists on (pay) for his work done. 5. We did not want to speak to the correspondent and tried to avoid (interview) by him. 6. Excuse me for (give) so much trouble to you. 7. After (examining) by the doctor I was given a sick leave. 8. They deny (rob) the bank, but admit (make) plans about it. 9. The problem is not worth (speak of). 10. Why does he avoid (meet) journalists? 11. She insisted on (show) the files to her. 12. She does not stand (remind) people of their duties and (remind) of hers. 13. He is not used to (speak to) like that. 14. He had never thought of security because he had no idea of (kidnap). 15. Did you succeed in (persuade) your colleagues?

Exercise 2 Make up sentences using gerunds.

1. Forgive (I, take up) so much of your time. 2. Do you mind (he, join) us? 3. Does he feel like (stay) here for another week? 4. I appreciate (you, encourage) him when he failed in his experiment. 5. Do you know the reason for (he, feel) disappointed? 6. "It's no good (you, hate) it," he said becoming didactic. 7. Only the other day they had been talking about (something, happen). 8. She was listening hard all the time for any sound of (Jan, descend) the stairs. 9. He wishes he'd never told you the truth but it's no use (he, deny) it. 10. Cursing himself for (not learn) to drive a car he woke up Toni. 11. Of course, I should insist on (you, accept) the proper professional fee. 12. Bob was feeling rather unwell, and was not really looking forward to (we, visit) him. 13. My father thinks I am not capable of (earn) my own living. 14. He warned us that there was no point in (we, arrive) half an hour earlier. 15. They were talking about (she, give up) the job and (go) to live in the country.

UNIT 8

Difficulties and typical errors of translation of scientific texts.

Мета заняття Розвиток і вдосконалення навичок і умінь в основних видах мовленнєвої діяльності:

Object-oriented Programming

Object-oriented programming is an approach to designing modular, reusable software systems. Although discussions of object-oriented technology often get mired in the details of one language vs. the other, the real key to the object-oriented approach is that it is a modelling approach first. Although often hyped as a revolutionary way to develop software by zealous proponents, the object-oriented approach is in reality a logical extension of good design practices that go back to the very beginning of computer programming. Object-orientation is simply the logical extension of older techniques such as structured programming and abstract data types. An object is an abstract data type with the addition of polymorphism and inheritance.

An object-oriented system integrates code and data using the concept of an "object". An object has state (data) and behavior (code).

The goals of object-oriented programming are: increased understanding, ease of maintenance and ease of evolution.

The overall understanding of the system is increased because the semantic gap—the distance between the language spoken by developers and that spoken by users—is lessened. Rather than talking about database tables and programming subroutines, the developer talks about things the user is familiar with: objects from their application domain.

Object orientation eases maintenance by the use of encapsulation and information hiding. One of the most common sources of errors in programs is when one part of the system accidentally interferes with another part. For example, in the very earliest days of programming, it was common for developers to use "go to" statements to jump to arbitrary locations within only a few routines and functions. Critics called this "spaghetti code" because it is disorganized. Structured programming addresses this by encouraging the use of procedures and subroutines. Appropriate usage sections off responsibility for individual blocks to implement separate functionality. So, for example, one would know that the *square root* function was separate from the *launch missiles* function, and a change to one could not affect the other.

Object-orientation takes this to the next step. It essentially merges abstract data types with structured programming and divides systems into modular objects which own their own data and are responsible for their own behavior. This feature is known as encapsulation. With encapsulation, not only can the "square root" and "launch missiles" functions not interfere with each other, but also the data for the two are divided up so that changes to one object cannot affect the other. Note that all this relies on the various languages being used appropriately, which, of course, is never certain. Object-orientation is not a software silver bullet, and it is not magic that makes all development problems go away.

In addition to providing ease of maintenance, encapsulation and information hiding provide ease of evolution as well. Defining software as modular components that support inheritance makes it easy both to re-use existing components and to extend components as needed by defining new subclasses with specialized behaviors. This goal of being easy to both maintain and reuse is known in the object-oriented paradigm as the "open closed principle". A module is open if it supports extension (e.g. can easily modify behavior, add new properties, provide default values, etc.). A module is closed if it has a well defined stable interface that all other modules must use and that limits the interaction and potential errors that can be introduced into one module by changes in another.

Exercise 1 Read the text , translate and pay attention to difficulties of translation

Exercise 2 Read and memorize using a dictionary:

ease, maintenance, in addition to, inheritance, hide, launch, merge, essential, appropriate, responsibility, extend, interfere, missile, source, routine, gap, certain, extension, approach

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: The object-oriented approach is in reality a logical extension of good design practices that go back to the very beginning of computer programming.

2. Question: _____ -

Answer : An object is an abstract data type with the addition of polymorphism and inheritance.

3. Question : _____

Answer Appropriate usage sections off responsibility for individual blocks to implement separate functionality.

Question: _____

Answer: Critics called this "spaghetti code" because it is disorganized

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is object-oriented programming?
2. What is one of the most common sources of errors in programs?
3. What are the goals of object-oriented programming ?
- 4 How does object orientation ease maintenance ?

UNIT 9

Preliminary information and preparatory actions of the conference participant. Gerundial Constructions.

Мета заняття Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів

How to participate in a conference?

Plan your strategy

Only careful review of the programme and abstracts will enable you to make the best use of the time. Define your main objectives for the meeting. Which sessions are you going to attend and which will you deliberately miss out? Most big conferences have parallel sessions for part of each day.

What is preparation for a meeting?

In this article, we'll unveil the key steps to ensure you not only survive your next meeting but thrive in it!

Why Is Preparing for a Meeting Important?

The benefits of thorough meeting preparation include:

Increased efficiency: A clear agenda keeps discussions on track, preventing time-wasting tangents

Improved decision-making: Well-prepared participants come informed, leading to more thoughtful

discussions and better decisions

Enhanced collaboration: Sharing information and objectives beforehand creates a collaborative environment

Boosted morale: Well-run meetings respect everyone's time, leading to increased satisfaction and motivation

Common Meeting Preparation Mistakes to Avoid

Let's address some common pitfalls that can derail meeting effectiveness:

Lack of clear goals: Without a defined purpose, meetings become aimless and unproductive. Identify the desired outcome before you start the meeting

No agenda or poor agenda design: A missing agenda wastes time. A poorly designed agenda lacks focus and direction. Craft a clear agenda outlining topics, timings, and discussion points

Last-minute invites: Give attendees ample time to prepare by sending invites well in advance

Winging it: Don't rely on improvisation. Prepare your talking points, research the topic, and anticipate potential questions to make the most of everyone's time

Unfamiliarity with technology: Ensure everyone has access to the necessary technology and is comfortable using it

Steps to Prepare for a Meeting

Now you know why preparing for a meeting is essential and how you can avoid doing it the wrong way, here are the five steps to set the stage for a productive and successful meeting:

Step 1: Set up the meeting

Identify the clear objective of the meeting—whether it's brainstorming, decision-making, or progress updates. Then, send a calendar invite to only those individuals who are directly involved in achieving the meeting's goals.

Choose a time that works for most attendees and respect everyone's schedule.

Step 2: Create and share an agenda

Structure the agenda with clear discussion points in logical order. Estimate the time needed for each point to avoid running over schedule.

Delegating specific responsibilities, such as giving presentations or leading discussions (if applicable), is a good practice. This ensures everyone contributes to the meeting instead of one person dominating throughout.

Step 3: Send out meeting invites

Clearly state the purpose of the meeting, agenda, date, time, venue, and any required preparations in the invite. Inform attendees if they need to come prepared with specific information or ideas.

It is also advisable to encourage attendees to suggest agenda additions or pose questions beforehand.

Step 4: Collect questions and ideas from the team

Facilitate pre-meeting discussion and gather information using [ClickUpForms](#).. Use ClickUp Forms to collect questions, ideas, and concerns to be addressed during a meeting

You can use them to automatically organize and action response data. This allows you to tailor the agenda to address participants' needs. As a result, everyone comes prepared with their contributions.

Step 5: Distribute supporting materials

Provide any reports, presentations, or data critical to the meeting beforehand. Doing so ensures everyone is on the same page and minimizes the need for elaborate explanations during the meeting.

Post-Meeting Actions

Following up after meetings is as important as preparing for them. It ensures decisions are documented, tasks are assigned, and everyone stays accountable for moving projects forward.

Clarifying tasks, responsibilities, and deadlines during the meeting itself is a great practice to avoid

confusion.

Assigning actions to specific individuals with due dates ensures accountability and helps track progress after the meeting.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

careful review, common, pitfalls, to wastes time, to nwastes time, clearly , to state, agenda, date, time, venue, required, preparations, elaborate, explanations, ensure, decisions, clarify, to track

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer:.. Now you know why preparing for a meeting is essential and how you can avoid doing it the wrong way,

2. Question: _____ -

Answer Send a calendar invite to only those individuals who are directly involved in achieving the meeting's goals.

3. Question : _____

Answer Provide any reports, presentations, or data critical to the meeting beforehand .

4 Question: _____

Answer: You can use them to automatically organize and action response data.

Exercise 4. Make a short account of the text.

Test questions on the theme.

- 1 How to participate in a conference?
- 2 Why Is Preparing for a Meeting Important?
- 3 What are the Steps to Prepare for a Conference?
- 4 What can you tell about Post-Meeting Actions ?

Gerundial Constructions

Exercise1 Use a Gerund instead of the subordinate clause

1. He wrote that he would come back at the end of the war. 2. I remember that I met her at the concert. 3. After I bought the book I left the shop. 4. I am sorry that I kept you waiting. 5. They have given up all hope that they will ever see their native land again. 6 They stood for a moment. They didn't say a word 7 Everybody shook hands and got down to business. 8. When the child entered the room, he happily smiled at his parents. 9 Andrew feels all right now. He was operated on a month ago. 10. He remembered that he had seen the girl several times at the entrance exams. 11. She didn't feel as if she would ever forgive him. 12. You will get nothing from him if you reproach him all the time. 13. Brian kept silent for fear that he might be misunderstood 14 Once he decides something, it is impossible to talk him out of it.

Exercise 2 Use a complex with a Gerund instead of the subordinate clauses.

1. I remember that the children looked through the album last Sunday. 2. Mum suggested that we should make up. 3. Nancy insists that her father should allow her to keep a monkey as a pet. 4. My sister is very displeased that I have broken her favourite cup. 5. I insist that you should tell us what the real

reason is. 6. Helen was confused that we were watching her. 7. There is a chance that my family will move to another city. 8. Do you mind if they join us? 9. The police have no objection that the man should be set free. 10. Do you remember that they promised to call us? 11. It may upset you to know that Rita is leaving soon. 12. Fancy how Boris appeared here all of a sudden! 13. I'm trying to tell you I have no objection if you see Jim.

Exercise 3 Translate into English

1. Її батьки проти того, щоб вона повідомляла зараз усім про свої заручини. 2. Я пам'ятаю, що мама часто дорікала мені в дитинстві за те, що я була неакуратна. 3. - Працюючи з магнітофоном, ви можете поліпшити свою вимову. - Само собою зрозуміло, що це правильно. 4. Який же ти ледар! Ти навіть не потрудився вимити за собою чашку! 5. Чому ви уникаєте вживати неособисті форми дієслова в мовленні? 6. Що завадило вам піти туди самому? 7. Почувши радісну новину, дівчина не могла втриматися, щоб не розплакатися. 8. Методи тестування знань студентів не завжди ефективні. 9. Ніколи не визначиш, у якому вона настрої. 10. Завжди неприємно, коли людина розмовляє, не дивлячись вам в очі.

UNIT 10.

Business presentation Infinitive

Мета заняття: Здатність вільно спілкуватися державною та іноземною мовами усно і письмово

If you make business presentations, speak to groups, or provide training classes, you may have experienced speaking moments when all of the pieces came together seamlessly. These business presentation skills tips will help you develop your presentation skills—and perhaps one day—allow you to experience a rock star moment. Just starting out? These business presentation tips will help you form the foundation that will fuel your speaking comfort level and success.

Successful Business Presentation Skills

These are the three cornerstone skills for developing and making effective business presentations.

- The key to successful business presentations is preparation. The first step in preparation is to find out everything you can about your audience's interests and needs from your presentation. This gives you a solid foundation upon which you can build.
- Knowledge of the requested topic is also critical; if you don't know the topic well, the amount of time you spend in preparation and the amount of stress you experience will multiply - possibly past your ability to do an effective business presentation. Only accept and do business presentations that you are confident you can handle. Don't try to be a superhero. But, you also need to occasionally push the window of your comfort zone, or you won't continue your own growth.

A straightforward business presentation of dry, factual information can make your audience's eyes and ears glaze over. In addition to the facts, your knowledge, and your research for your business presentation, you need to spice up the material. Even HR training, on topics such as policies, need not be dry and boring. Have stories to share and ideas and examples that will engage your

audience. For effective business presentations, you may want to include a couple of questions that you ask your audience members to discuss with the person sitting next to them.

If you cannot do these three foundational business presentation skills, maybe you're not the right person to make the business presentation. In these additional tips about effective business presentations, the assumption is that you are and can.

More Business Presentation Skills

The Importance of Think Time Before a Business Presentation: The most important preparation for your business presentation is often not the obvious. It's the thought time and research time you spend for weeks in advance of the meeting once you understand your audience's needs. When you finally prepare your presentation, you are clear on the concepts you want to present, the needs of the audience, and the value you can add to the occasion. The think time allows you to zero in on the audience and its needs.

Limit the Content and the Goals of Your Business Presentation: No matter how much time you have allotted for your business presentation, you don't have time to tell the audience everything you know. For speakers with years of experience, the temptation to overwhelm the audience with everything you know must be avoided. You'll bore them, annoy them, and fail to earn fans. The good news is that all of your "think time" and knowledge of your audience allows you to zero in on the most important concepts in the topic for your business presentation. In a 30-90 minute presentation, you have time to make 4-6 key points. You really don't have time for much more if you are illustrating your points and providing examples.

Begin Your Business Presentation With an Attention Gaining Manner: Start your business presentation with a startling fact, a question, a revelation, or a pertinent story. Once you have gained the audience's attention, tell them what you will talk about during your business presentation. Make your core or thesis point, then build your business presentation around the 4-6 key points referenced. Finish by summarizing what you told them.

You basically tell them what you will tell them, tell them, and then, tell them what you told them, to achieve maximum impact.

Limit the Use of Visuals and PowerPoint in Your Business Presentation: Unless you need to illustrate key points, the use of visuals and powerpoint presentations that provide bullet points of your spoken words is boring and redundant. A prop or slide is helpful only when it is needed to illustrate a key point.

Your attendees would much rather that you prepared detailed handouts that they can take back to work or download, and follow online. Another plus? If the audience members are not taking notes and not reading a screen, they are much more likely to listen to you. And you are the value-add—right?

Conquer Your Fear of Business Presentations With a Mind Adjustment: Nervousness or fear are natural before public speaking but try to focus on the fact that the presentation is about the message and not you, which might take off some of the pressure.

Focus on the Value You Bring Your Audience in Your Business Presentation: Love your audience and know and believe that you are bringing them the information they need and will value. Respect them by being yourself. It's not about you; it's about them. Speak from your heart and your most deeply held beliefs.

If you speak or make business presentations, you'll eventually have your own two minutes as a rock star. Cool. Then, you'll go back to writing, Human Resources, management, or whatever it is that you do at work.

But, you'll be better for the interaction, the feedback, the experience, and the fact that you added some value to multiple lives. Can life get any better than that?

Business presentations have such wonderful potential to influence thinking and change lives. Business presentation skills elevate and add value to your ability to contribute and to influence others.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Straightforward, powerpoint presentations, revelation, pertinent, gain, handouts, spend, amount, experience, to multiply, knowledge, audience, allow, important, concepts, Human Resources

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: . The key to successful business presentations is preparation

2. Question: _____ -

Answer The most important preparation for your business presentation is often not the obvious. .

3. Question : _____

Answer Make your core or thesis point, then build your business presentation around the 4-6 key points referenced.

4 Question: _____

Answer: Business presentation skills elevate and add value to your ability to contribute and to influence others.

Exercise 4. Make a short account of the text.

.

Test questions on the theme.

- 1 What do you know about Successful Business Presentation?
- 2 Why is it necessary to limit the Content and the Goals of your Business Presentation?
- 3 What manner do you begin your Business Presentation with?
- 4 What value do you bring your Audience in your Business Presentation?

Infinitive

Exercise 1. Open the brackets and choose the Infinitive in the Active or Passive Voice.

1. They are glad (invite/be invited) to the party. 2. I don't like (interrupt/be interrupted). 3. He will be happy (see/be seen) you. 4. I was glad (meet/be met) at the station. 5. Children like (tell/be told) tales and always (listen/be listened) to them with interest. 6. I did not think (interrupt/be interrupted) you. 7. He is glad (send/be sent) abroad. 8. He likes (ask/be asked) his professor questions, 9. He does not like (ask/be asked) questions because he does not know how to answer them. 10. Be careful with him. He is a very resentful person. He can't bear (joke/be joked at). 11. He does not like (laugh/be laughed) at other people. 12. Look, a ship can (see/be seen) in the distance. Can you (see/be seen) it?

Exercise 2 Use the verbs in brackets in the required form

1. I like (give) presents to friends, but even more I like (give) gifts. 2. She is so lucky (have) such a good family, (see) all love and care since childhood. 3. The dictionary seems (belong) to my

great-grandfather. It appears (publish) ages ago. 4. The young man seemed (study) Marion, and she gave him a cold stare. 5. The key to the grandfather clock was believed (lose) some twenty years before. 6. One more window remained (wash). 7. The child is so pale! She ought (have) a change of food and air. 8. Well, sir, I want (take) my words back. I'm sorry (call) you names. 9. The case was urgent. The man had (operate on). 10. He was sorry (not notice) the fax on the secretary's table. 11. But what kind of rules might (require)?

Exercise 3. Find and correct the mistakes if any.

1. I'd prefer to speak to you in private than phone you, 2. There is a reporter for interview you. 3. The meat is too hot to eat. 4. You would better help her carry these suitcases. 5. It was very generous from them to give us such a present. 6. Sorry to have failed to keep the appointment. 7. I had rather go without him. 8. She the first to finish the homework. 9. I don't like to be listened to him. 10. I am not sure where going now. 11. Such books are interesting reading, 12. I am the next to fire.

UNIT 11.

Small talk

Мета заняття Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проектів.

Small talk

The term "small talk" is frequently used in and outside of the business world. However, if asked, few of the individuals who use the term would be able to clearly explain what it means. And to enjoy and take full advantage of small talk, one must truly understand it.

Small talk, or non-official talk that's intended to provide a **break from official conversation**, is often used by business professionals. Most people take short breaks during the work day to converse with others, and business employees aren't exceptions—even if they're taking a break from a conversation with another conversation.

Small talk can concern almost any matter in the world, so long as it is appropriate. Topics such as the weather, weekend plans, and sports are all acceptable **small talk subjects**. Unacceptable small talk subjects, or small topic matters that're offensive and/or inappropriate, should be avoided at all costs, as they can compromise business relationships and cause one to be fired from his or her position. Topics involving violence and sexual content, as well as racist and/or sexist matters, are common examples of unacceptable small talk subjects.

Other small talk subjects like politics, current issues, and personal preferences aren't necessarily unacceptable, but should be avoided, as they can easily result in disagreement and confrontation. And as many readers know, confrontation and disagreement are best avoided—especially in business!

If small talk is appropriate and welcomed by another individual, it can help to improve relationships, improve business-talk productivity, and allow business pros to have a little bit of fun. One should be sure to **not spend too much time** on small talk, however, or there won't be enough time left for professional conversation

Нові тренди у small talk – про що говорять сьогодні?

What do you enjoy doing to relax these days? – Lately, I've gotten into pottery. It's surprisingly calming.

- ✓ What self-care habits have you found most helpful?
- ✓ Any new wellness practices you swear by? – I've started journaling daily, and it's a game-changer!
- ✓ Have you tried any cool eco-friendly products recently? – Yes! I've been using beeswax wraps instead of plastic wrap, and they work great.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Frequently, outside, explain, to mean, to enjoy, advantage, truly, understand, intend, provide, a break, conversation, concern, appropriate, acceptable, subjects, avoid, relationships, pros

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer: The term "small talk" is frequently used in and outside of the business world.

2. Question: _____ -

Answer: . Most people take short breaks during the work day to converse with others,

3. Question: _____

Answer: . If small talk is appropriate and welcomed by another individual, it can help to improve relationships,

4. Question: _____

Answer: One should be sure to **not spend too much time** on small talk. .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. What is small talk?
2. Why is it important for small talk to be about appropriate topics?
3. What is an example of an appropriate small talk topic?
4. What is a risk associated with small talk?

UNIT 12.

7 most common interview questions

Infinitive Constructions.

1 part

Мета заняття Здатність вільно спілкуватися державною та іноземною мовами усно і письмово

You have just landed a job interview for a seemingly wonderful job. Great! Now what? A successful interview is essential in order for you to make a great impression and stand out from the crowd. While no two job interviews will be identical, there are certain interview questions that most job

seekers are most likely to encounter.

Arming yourself with well thought out answers that you can deliver with confidence will help you master the interview process. Asia Skifati, Associate Director at Robert Walters, reviews 7 of the most common interview questions and how to best answer them.

1. Where do you see yourself in five years?

The interviewer wants to understand more about your career goals and how this role would fit into your short, medium and long term plan. Consider not just the job you are applying for today, but what role you might want to evolve into in the long run.

Emphasise how your previous roles have helped you progress in your career and how your past experiences have helped you increase your knowledge and further develop your skills.

Always tie your answers and examples back to the position you're interviewing for and be realistic in terms of your aspirations. Telling the interviewer that you want their job is never a good idea.

2. What are your strengths/weaknesses?

For someone who is unprepared these questions can be a huge stumbling block, even for some of the most experienced professionals out there. However, if you have well prepared your answers, you'll be in a much better position to come up with an answer that not only covers the questions, but makes you appear polished, well prepared and confident.

Strengths

Avoid 'bragging' when discussing your strengths. Look for three key qualities in the job description the employer is looking for and provide examples of times you have used these strengths at work. Ideally, include a mixture of tangible skills, such as technical or linguistic abilities, and intangible skills, such as managing stakeholders or being a good communicator.

Weaknesses

Avoid coming across as negative when talking about your weaknesses. Think of areas where you have taken steps to improve your weakness. "Discuss skills that you have improved during your previous experiences, you will show the interviewer that you are able to make improvements when necessary" says Asia.

Have you taken training courses or spent time outside work to be a better public speaker and give effective presentations? Give this as an example of how you have worked to improve your weakness.

3. Why should we hire you?

This is your chance to demonstrate why you want the job and why you would be a perfect fit for the company.

Focus on what sets you apart from the crowd and where your greatest strengths lie. Highlight what you can bring to the table in terms of experience, personality and enthusiasm.

The job description should be your first reference point when identifying what the interviewer is looking for. Address the specific qualities relating to the job and provide examples of what you have done so far in your career that demonstrate why you are particularly suited for the role.

4. Tell me about yourself / your past work experience

What seems like such a simple question can sometimes be one of the toughest to answer for most professionals. As it is often the opening question for interviews, it is one of the most important since first impressions are key. When asking this question, the interviewer is looking for an answer that is pertinent to the job you're interviewing for.

Avoid sharing too much information or too little. Focus on delivering a one to two minute

advertisement for yourself, highlighting key achievements in your employment history” says Asia [Know your CV](#) inside out and start with an overview of your highest qualification then run through your past jobs. Give examples of your achievements and the skills you've developed in your career so far.

“Keep your answer brief - the interviewer will ask you to expand on any areas where they'd like more information.”

5. Why do you want to work for us?

When answering this question, you need to prove to your interviewer that you are passionate about the job, so you should have a great answer about why you want the job.

Preparation is key here. Show you've done your research and make sure the interviewer knows that you [understand their business](#). Discuss all you know about the job and emphasise how well this particular position fits your interests.

"In addition to the latest news about the company you should be familiar with their values, mission statement, development plans and products. Your answer needs to prove that your goals and values are similar to the organisation's" Asia explains.

Exercise 1 Read and translate the text.

Exercise 2 Read and memorize using a dictionary:

Deliver, confidence, description, reference, point, identify, Avoid, familiar, values, mission statement, development, prove, goals, values, Managing stakeholders, skills, preparation

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer You need to prove to your interviewer that you are passionate about the job,

2. Question: _____ -

Answer : If a guideline salary has been provided with the job description, mention that it is around the amount you're looking for,

3. 3Question : _____

Answer When asking this question, the interviewer is looking for an answer that is pertinent to the job you're interviewing for.

4 Question: _____

Answer: Have a look at the company website and understand as much as you can about their business .

Exercise 4. Make a short account of the text.

Test questions on the theme.

1. Where do you see yourself in five years?
2. What are your strengths/weaknesses?
3. What can you Tell about yourself / your past work experience?
4. Why do you want to work for this company?

Infinitive Constructions

Exercise 1. Open the brackets and use the Complex Object.

1. Do you want (they, stay) at the hotel or with us? 2. I'd like (the professor, look through) my report. 3. Do you want (I, show) you the sights of the city? 4. We expect (he, arrange) everything by the time we come. 5. I want (she, tell) me the news in brief. 6. He expected (the meeting, hold) in the Red Room. 7. I would like (they, fix) an appointment for me for Tuesday. 8. We want (she, introduce) us to the president. 9. I don't want (they, be late) for dinner. 10. He expected (she, invite) to the party by the Smiths. 11. I'd like (the dress, buy) by Saturday. 12. I don't want (she, treat) like Alice. 13. We considered (he, be) an honest person. 14. I don't like (she, prevent) me from doing it. 15. I suspect (he, help) by her.

Exercise 2 Open the brackets and use the proper form of the Complex Object.

1. Where is Nick? — I saw (he, talk) to Kate a few minutes ago. 2. Parents always want (their children, be) the best. 3. I wouldn't like (such valuable presents, give) to me. 4. I noticed (he, write) something and (pass) it to Alice. 5. We suppose (they, apologize) to us. 6. She watched (the stars, sparkle) in the dark sky. 7. I did not expect (he, behave) in such a way. 8. We don't want (our planet, pollute). 9. I heard (he, work) in his study at night. 10. They expected (he, buy) a more expensive car.

Exercise 3. Open the brackets and use the Complex Subject.

1. He is considered (be) a good musician. 2. They are thought (go away) some days ago. 3. James is expected (make) a report next Wednesday. 4. Steve is known (help) them to solve a problem when they were in trouble. 5. Mozart is known (compose) a lot of wonderful pieces of music. 6. The film is considered (be) the worst of the year. 7. She is supposed (work) in the laboratory from 2 to 6 p.m. tomorrow. 8. They are known (make) a new discovery a month ago. 9. He is expected (manage) the business himself. 10. He is said (be) at the customs office now. 11. The delegation is reported (leave) Prague tonight at 11 a.m. 12. They are known (live) in Egypt for a long time. 13. He is believed (work) at an urgent problem now.

Exercise 4 Paraphrase the following sentences using Complex Subject

1. It is known that he is a great book-lover. 2. It was expected that the members of the committee would come to an agreement. 3. It was reported that many buildings had been damaged by the fire. 4. It is reported that the delegation has left London. 5. It is expected that many people will attend the meeting. 6. It was reported that the ship had arrived in Odessa. 7. It is considered that this mine is the best in the district. 8. It is known that he has a large collection of pictures. 9. It can be expected that the weather will improve soon. 10. It can't be considered that the results of the experiment are bad.

UNIT 13.

7 most common interview questions

II part

Мета заняття Здатність вільно спілкуватися державною та іноземною мовами усно і письмово

6. What are your salary expectations? While salary discussions should be avoided unless prompted, it's important to be aware of the value of someone with your skills. Indicate that you are willing to be flexible for the right opportunity and confirm that you value the position highly. "All too often, problems arise from salary expectations being either too high or far lower than what a company is willing to pay for" says Asia. If a guideline salary has been provided with the job description, mention that it is around the amount you're looking for, reinforcing why you think you are a good fit for the role.

7. What skills or experience will help you succeed in this role?

Use this opportunity to highlight the skills and experience you have acquired that relate to the role in question. Explain how these skills will help you effectively complete the duties listed in the job description. Remember that interviewers like to hear how you have demonstrated your key skills, so be prepared to provide them with specific examples.

Here are some examples of the key attributes employee

Project management skills

Problem-solving

Managing stakeholders

Demonstrating sound technical knowledge, backed up by good business understanding

Above all, gathering information on all aspects of the role and the company is crucial to a successful interview preparation. Have a look at the company website and understand as much as you can about their business and how they operate, as well as the products or services they provide.

Go prepared with questions to ask them – after all, the interview is a two-way process. Writing down questions ahead and taking them with you may be easier and shouldn't be perceived negatively by the interviewer.

Tips for a Successful Interview

The impression you make on the interviewer often can outweigh your actual credentials. Your poise, attitude, basic social skills, and ability to communicate are evaluated along with your experience and education.

You and the interviewer must engage in a conversation - a mutual exchange of information and ideas. Only through such a dialogue can you both determine if you, the organization, and the job are well matched. Preparation is the key.

Be on time.

This often means 10-15 minutes early. Interviewers often are ready before the appointment.

Know the interviewer's name, its spelling, and pronunciation.

Use it during the interview. If you don't know the name, call beforehand and ask the secretary. Also, note the secretary's name in case you have to call back. Secretaries can influence the hiring decision!

Have some questions of your own prepared in advance.

There is nothing wrong with having a short list of questions and thoughts- it shows you have done your research and want to know more about the organization and the position.

Bring several copies of your resume.

Also, bring a copy of your transcript. Carry your papers in an organized manner.

Have a reliable pen and a small note pad with you.

But do not take notes during the interview. However, immediately afterward, write down as much as you can remember, including your impression of how well you did.

Greet the interviewer with a handshake and a smile.

Remember to maintain eye contact (which does not mean a stare down).

Expect to spend some time developing rapport.

Don't jump right in and get down to business. Follow the interviewer's lead.

Don't be embarrassed if you are nervous.

As you gain experience you'll become more at ease with the interviewing process.

Focus.

On your attributes, your transferable skills, and your willingness to learn; don't apologize for a lack of experience; describe your strengths in terms of what you can do for the organization.

Tell the truth.

Lies and exaggeration will come back to haunt you.

Listen carefully to the interviewer.

Be sure you understand the question; if not, ask for clarification, or restate it in your own words.

Answer completely and concisely. Stick to the subject at hand.

Never slight a teacher, friend, employer, or your university.

Loyalty ranks high on the employer's list.

Watch your grammar.

Employers are interested in candidates who can express themselves properly. Even if you have to go slowly and correct yourself, accuracy is preferred over ungrammatical fluency.

Be prepared for personal questions.

Some interviewers may not know what they can and cannot ask legally. Anticipate how you will handle such questions without losing your composure.

Wait for the interviewer to mention salary and benefits.

To research pay scales, refer to salary surveys and information on the Career Services website or in the career library.

Don't expect a job offer at the first interview.

Often you will be invited to a second or even third interview before an offer is made several weeks later.

Close on a positive, enthusiastic note.

Ask what the next step will be. Thank the interviewer for his/her time and express your interest in the job. Leave quickly and courteously with a handshake and a smile.

No interview is complete until you follow up with a thank-you note.

Express your appreciation for the interview and, if true, reaffirm your interest. This last step can make a difference. Don't forget it.

Exercise 1 Read and translate the text.**Exercise 2 Read and memorize using a dictionary:**

Opportunity, to highlight, the skills, experience, relate, engage, mutual, exchange, , outweigh, credentials, maintain, anticipate, handle, lose, composure, . Refer, salary, appreciation, reaffirm

Exercise 3 Ask the questions to the given answers:

1. Question: _____

Answer You and the interviewer must engage in a conversation - a mutual exchange of information and ideas.

2. Question: _____ -

Answer If you don't know the name, call beforehand and ask the secretary

3. Question : _____

Answer . Remember to maintain eye contact (which does not mean a stare down).

4 Question: _____

Answer: Some interviewers may not know what they can and cannot ask legally.

Exercise 4. Make a short account of the text.**Test questions on the theme.**

1. What are your salary expectations?
2. What skills or experience will help you succeed ?
3. What Tips for a Successful Interview do you know?

4 What tips do you agree with and What tips don't you agree with?

UNIT 14

Key patterns to write Abstract, Research paper, Scientific research, Theses

Мета заняття Здатність вільно спілкуватися державною та іноземною мовами усно і письмово

Відповідність назв письмових робіт...

Є певна відмінність у визначенні суті різних письмових робіт і вимог до них в Україні та інших країнах, тому абсолютно точний переклад неможливий. Доводиться користуватися приблизною відповідністю термінів.

Наукові праці:*наукова праця* (монографія, стаття, будь-яка інша робота, оформлена на папері або у вигляді файлу) – work. Зверніть увагу: у цьому значенні іменник work є обчислюваним, він може вживатися у множині, а в однині може вживатися з невизначеним артиклем.

стаття (у науковому журналі) – paper або work (стаття у будь-яких інших журналах або газетах – article).

доповідь (на науковій конференції, особливо її текст) – paper.

виступ із доповіддю (на науковій конференції) – oral presentation, speech, інколи також lecture.

анотація – summary, annotation, або abstract. Але слово “summary” може також означати короткий підсумок наприкінці наукової роботи.

тези (наприклад, доповіді на конференції) – abstract.

Ключові слова – keywords.

Авторів наукової праці вказують або перед її назвою, використовуючи присвійний відмінок, або після її назви вказують слово “by”, а потім автора чи авторів.

Einstein's “Special Theory of Relativity”

“The General Theory of Relativity” by A. Einstein.

Якщо авторів двоє, їх фамілії пишуть через сполучник and, або через кому. Якщо їх більше ніж двоє, сполучник and ставлять перед останньою фамілією, а решту розділяють комами, або усі фамілії розділяють комами.

Якщо авторів більше ніж 4, здебільшого пишуть фамілію одного або двох перших зі списку, і додають “at alias” або “at al” – це еквівалент «та інші» латинською мовою. Назви частин

наукової праці

заголовок – title.

підзаголовок – subtitle.

зміст – contents або list of contents.

.передмова – preface.

вступ – introduction.

частина (великий розділ книги) – part.

глава – chapter.

розділ – section.

підрозділ (частина розділу праці) – subsection.

пункт (частина підрозділу) – clause.

абзац – paragraph.

зноска, примітка (нотаток у кінці сторінки з посиланням на нього у тексті) – footnote.

.посилання (на опубліковане джерело) – reference.

список літератури – references, або reference list, або list of references.

Приклади формулювань

Формулювання, приклади яких наведені тут, часто зустрічаються в анотаціях та рефератах, і інколи і в повних статтях.

Ця робота/стаття присвячена... У цій роботі розглядається...

This work/paper is devoted to...

This work/paper deals with...

In this paper, {вказати, що саме розглядається} is/are considered.

Розглянуто... Розглянуті...

...were/was considered. Або ...have/has been considered.

Запропоновано... Запропоновані...

...were/was proposed. Або ...have/has been proposed.

Отримана/Отриманий/Отримані...

...were/was obtained. Або ...have/has been obtained.

Спроектована/Спроектований/Спроектовані...

Сконструйована/Сконструйований/Сконструйовані...

...were/was designed. Або ...have/has been designed.

Розроблена/Розроблений/Розроблені...

...were/was developed. Або ...have/has been developed.

{щось} було випробувано {у якихось умовах або режимах роботи}

...was/were tested... або ...have/has been tested...

Припустимо, що...

Suppose that... або Let us assume that...

Типові помилки

У наукових працях українською мовою часто вживаються слова «актуальний», «актуально» і тому подібне. Часто їх перекладають словом “actual”, але у більшості випадків такий переклад є помилковим.

В українській мові слово «актуальний» має два основних значення: 1) такий, яким цікавляться багато людей, або який є важливим для багатьох людей; 2) такий, який дійсно існує на цей час, фактичний. В англійського слова “actual” є тільки друге з цих значень. У першому значенні це слово треба перекладати як “*topical*”, “*relevant*”, “*important*”, “*urgent*”. Саме у першому значенні це слово найчастіше використовується у наукових працях.

Ще одне вживане слово – «*оперативний*». Воно також має кілька значень. Одне з них – своєчасний, вчасний, терміновий, швидкий. Наприклад, оперативне отримання інформації про стан посівів пшениці методами дистанційного зондування Землі за допомогою супутників. Тут йдеться про те, що супутники ДЗЗ дозволяють отримувати таку інформацію швидко і вчасно, коли ще є можливість вплинути на ситуацію, наприклад підготуватися до пересіву, якщо оперативні дані супутників показують, що озимі були знищені морозами.

Друге значення цього слова пов'язане з хірургією. І третє – з діяльністю спецслужб і силових структур.

В англійській мові слово “*operative*” має тільки друге і третє з цих значень. І якщо у прикладі про ДЗЗ перекласти це слово як “operative”, англійською мовою це буде означати, що супутники отримують інформацію або хірургічними методами, за допомогою скальпелю та інших подібних інструментів, або шляхом вербування агентури, або шляхом арештів і допитів підозрюваних, та іншими оперативними методами силових структур.

Тому у першому значенні слова «оперативний», його треба перекладати як *quick, fast, timely, up-to-the-date*.

Певна кількість помилок пов'язана з граматиною. Наприклад, слово “дослідження” може бути однинною або множиною в українській мові, тому можна провести одне дослідження, два дослідження, п'ять досліджень. В англійській мові іменник research необчислюваний. Тому неможна писати “we carried out a research”, тут зайвий артикль “a”. Також неможна використовувати слово research у множині, слово “researches” – це дієслово у третій особі однини. Коли йдеться про кілька досліджень, можна використовувати інші слова, які підходять за змістом: experiments, observations, analyses, studies. Іменник work може бути необчислюваним або обчислюваним. Якщо йдеться про наукові праці, він обчислюваний, тому можна казати

scientific works, а в однині – "a scientific work". Також можна казати "research works" – про кілька досліджень, а в однині – "a research work".

Test questions on the theme.

1. What Key patterns do you know to write Abstract, Research paper ?
2. What Key patterns do you know to write Scientific research, Theses ?
3. What can you tell about the word "research"?
4. What can you tell about Common mistakes ?

UNIT 15.

Review of THE NON-FINITE FORMS OF THE VERB

Мета заняття: Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення і презентації результатів професійної діяльності, досліджень та проєкти

Infinitive, Participle , Gerund

Exercise1 Open the brackets with either gerunds or infinitives. Use prepositions or adverbs where necessary.

1. There is no point (worry) about these things. 2. Do you want me (order) a long-distance call? 3. Before (give) evidence you must swear (speak) the truth. 4. I've seen him (leave) the office early this afternoon. He seemed (be) unhappy about something. 5. She didn't succeed (be) economical. 6. Would you mind (look up) his telephone number? 7. I'm looking forward (make) an appointment with this businessman. 8. It was a lovely day, so I suggested (go) to the country. 9. Would you mind (close) the window? I hate (sit) in a draught. 10. It's worth (arrange) the things properly. 11. I'd like you (arrange) everything by the time I come back. 12. It's very difficult (deal) with him because he got used (do) everything in his own way. 13. The teacher was very strict. Nobody dared (speak) to each other. 14. They don't have much money. They can't afford (go) out very often. 15. It is no use (have) a car if you don't know how (drive).

Exercise2 Open the brackets using the Infinitive or Participle I.

1. He was silent, staring at her, and she could almost hear his mind (work). 2. Clare found herself (giggle) with him out of sheer nervousness. 3. When they saw me (come), they sprang apart. 4. I failed to see the guests (leave). 5. I looked out of the window and saw the rain (pour) down on the leafless garden. 6. They heard a key (turn) in a lock and then, suddenly, a light appeared in a light corner; a trap-door was being opened, letting in the light. They could see a strong hand (push) it up, and Dick raised his crossbow, waiting for somebody (appear). 7. After an hour's rest I felt the tensions of the workday (disappear). 8. She glanced back and saw the stranger (follow) her slowly. 9. I saw the cup (slip) from her hand and (fall) to the floor. 10. We felt it (come) for a long time. 11. Helen returned to the hostel from the University to find her roommates (have) a surprise party. 12. The police saw the agent (stop) and (take) a few shots. 13. The parents watched their kids (laugh, talk and enjoy) themselves on the green lawn. 14. I saw the unhappy young man (sit) with a miserable expression

Exercise 3 (Revision.) Open the brackets and fill in with the proper verbals (infinitives, gerunds or participles). Use prepositions if necessary.

The Bees

I remember when I was a child (send) (visit) one of our numerous elderly eccentric aunts. She was mad about bees; the garden was full of bees, (hum) like telegraph poles. One afternoon she put on an enormous veil and a pair of gloves, locked us all in the cottage for safety, and went out (try) (get) some honey out of one of the hives. Apparently she did not stupefy them properly, or whatever it is to do, and when she took the lid off, the bees poured out and settled on her. We were watching all this through the window. We didn't know much about bees, so we thought this was all right, until we saw her (fly) round the garden (make) desperate attempts (avoid) the bees, (get) her veil tangled in the rosebushes. Eventually she reached the cottage and flung herself at the door. We couldn't open it because she had the key. We kept (try) (tell) her this, but her screams of agony and the humming of the bees drowned our voices. It was I believe Leslie who had the brilliant idea (throw) a bucket of water over her from the bedroom window. Unfortunately in his enthusiasm he threw the bucket as well. (Drench) with cold water and then (hit) on the head with a large iron bucket is irritating enough, but (fight off) a mass of bees at the same time makes the whole thing extremely trying. When we eventually got her inside she was so swollen as to be almost unrecognizable.

Exercise 4 Gerund or Infinitive

Use the verbs in brackets to fill the gaps.

- 1 We arranged _____ under the station clock at half nine. (to meet)
- 2 I always try to avoid _____ him whenever I can. (to see)
- 3 I long _____ in Scotland again. (to be)
- 4 My Mum demanded _____ the manager. (to see)
- 5 My brother denied _____ my chocolate mousse. Maybe his hamster ate it. (to eat)
- 6 I tried _____ but I just couldn't. (to understand)
- 7 In the end I gave up _____ to persuade her. (to try)
- 8 Charlie was pretending _____ a chicken. (to be)
- 9 They chose _____ in a cheap hotel but spend more money on meals. (to stay)
- 10 We like Galicia so much that we keep _____ back there. (to go)
- 11 He deserves _____ severely punished. (to be)
- 12 When we visit my aunt, they expect me _____ on my best behaviour. (to be)
- 13 I didn't mean _____ her feelings. I'm really sorry. (to hurt)
- 14 I always put off _____ my homework until the last possible moment. (to do)
- 15 He goes on _____ me the same thing over and over again. (to tell)
- 16 I can't stand _____ in the queue at the baker's. (to wait)
- 17 The firemen managed _____ the fire pretty quickly. (to put out)
- 18 I never risk _____ through that part of town. (to go)
- 19 Clare offered _____ me to the airport, which was very kind of her. (to take)
- 20 Dad threatened _____ my pocket money if I didn't do my homework. (to stop)

Test questions on the theme.

1. What can you tell about Present participle and Past participle?
2. What can you tell about the double nature of the Gerund?
3. What ways is Gerund rendered in Ukrainian?
4. What Infinitive constructions do you know?

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