

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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**МЕТОДИЧНІ ВКАЗІВКИ
з практики англомовного наукового письма
для студентів освітнього ступеня "магістр"**

Рекомендовано Методичною радою НУК



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Метою навчальних матеріалів є оволодіння науковим стилем письма, складання резюме для академічних цілей, коротких біографічних довідок для супроводження публікацій, а також анотування оригінальних професійно-орієнтованих текстів.

Призначено для практичних занять студентів-магістрів з навчальної дисципліни "Іноземна мова (англійська)", змістовий модуль 3: "English for Scientific Purposes".

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ПЕРЕДМОВА

Невпинне зростання кількості наукових публікацій англійською мовою як у міжнародних, так і у національних виданнях свідчить про важливість використання іноземної мови у писемній комунікації. Саме тому обізнаність з основними особливостями риторики, стилістики та жанрової організації англомовного наукового стилю, спрямованого на розвиток навичок побудови та написання англійською мовою наукових текстів різних жанрів та вироблення стратегій оволодіння науковим письмом як видом комплексної діяльності, що має соціальні, когнітивні та мовні аспекти є дуже важливим та актуальним завданням для студентів магістерських програм.

Методичні матеріали призначено для практичних занять студентів магістрів усіх спеціальностей з навчальної дисципліни "Іноземна мова (англійська)". Змістовий модуль 3. "English for scientific purposes".

"Методичні вказівки з практики англомовного наукового письма" включають аналіз лінгвістичних особливостей наукового стилю письмової комунікації, стратегії складання резюме для академічних цілей, коротких біографічних довідок для супроводження публікацій, а також основні вимоги до анотування оригінальних професійно-орієнтованих текстів, написання академічних есе та зразки виконання різних типів завдань, Запропоновано перелік найбільш поширених мовних засобів, що використовуються у різних жанрах академічного письма.

Додаток містить питання для самоконтролю, приклади академічного резюме, а також автентичні тексти для анотування.

Методичні вказівки спрямовані на допомогу студентам з формування **знань**:

- а) основних мовних рис англійського наукового стилю;
- б) основних англомовних жанрів письмової комунікації в науково-освітній галузі;
- в) лексико-граматичних структур, необхідних для іншомовного анотування професійної літератури;

г) стратегій адекватного використання лексичного матеріалу у різних жанрах академічного письма:

- Academic verbs
- Collocations
- Logical Connectors
- Latin Expressions;

д) базових вимог до складання резюме академічної спрямованості та короткої біографічної довідки для супроводження публікацій у закордонних фахових виданнях;

а також **вмінь** з:

а) виконання анотування джерел наукової інформації на належному рівні граматичної та академічної коректності;

б) складання текстів академічної та професійної спрямованості, використовуючи типові для даного стилю функціональні зразки;

в) доречного використання лексико-граматичних засобів зв'язку відповідно до стилю тексту.

LESSON 1.

ENGLISH ACADEMIC STYLE AND LANGUAGE

(Англійський академічний стиль)

Інформація цього уроку допоможе вам засвоїти важливі лінгвістичні особливості англійського академічного дискурсу і розглянути деякі загальні мовні моменти, необхідні для написання статей, рефератів, анотацій та інших видів текстів наукового характеру англійською мовою.

Стиль англійського академічного письма є науковим. Його основними характеристиками є **відсутність розмовних особливостей і застосування відповідної наукової лексики**. Оволодіння компетенціями науково-формального стилю надзвичайно важливо для студентів, які бажають опанувати конвенції англійського академічного дискурсу.

Формально-науковий академічний стиль зазвичай унікає:

1. Скорочень.

The research <i>won't</i> be continued until appropriate funding is secured.	The research <i>will not</i> be continued until appropriate funding is secured.
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2. Вигуків і коливань, таких як *um, well, you know*;

<i>Well</i> , we will now consider the influence of sex hormones on stress response.	We will now consider the influence of sex hormones on stress response.
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3. Звернень безпосередньо до читачів.

<i>You</i> can see the data in Table 3.	The data can be seen in Table 3.
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4. Використання фразових дієслів (хоча не завжди).

Researchers have <i>found out</i> that many mental illnesses are based on molecular defects.	Researchers have <i>discovered</i> that many mental illnesses are based on molecular defects.
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5. Використання прямих запитань.

What can be done to improve the state of our economy?	We now need to consider what can be done to improve the state of our economy.
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6. Прислівників на початку, або у кінці речення (для використання краще у середині речення).

<i>Then</i> it will be shown how teachers can utilize this method.	It will <i>then</i> be shown how teachers can utilize this method.
This work relies on previous research <i>heavily</i> .	This work <i>heavily</i> relies on previous research.

7. Невідповідні негативні форми.

n o t . . . any	no
The investigation <i>didn't</i> yield <i>any</i> new results.	The investigation yielded <i>no</i> new results.
not ... many	few
The book <i>doesn't</i> raise <i>many</i> important issues.	The book raises <i>few</i> important issues.
not ... much	little
The government <i>won't</i> do <i>much</i> to support universities in the near future.	The government will do <i>little</i> to support universities in the near future.

8. Скорочені форми слів, або сленгу.

This booklet describes the requirements and content of the university graduation <i>exams</i> .	This booklet describes the requirements and content of the university graduation <i>examinations</i> .
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9. Figures at the beginning of the sentence.

97 people visited the museum last week.	<i>Ninety-seven</i> people visited the museum last week. Last week 97 people visited the museum.
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Академічне письмо зберігає об'єктивний і науковий тон та уникає особових займенників і віддає перевагу безособовому стилю. У той же час, зараз спостерігається тенденція до використання Я-перспективи переважно у гуманітарних науках. Використання Я, однак, може здатися дещо незвичним, або незручним для української аудиторії. Таким чином, можна рекомендувати, принаймні новачкам, зберігати безособовий стиль і уникати займенника від першої особи Я.

Task 1. *Compare these pairs of sentences and decide which are written in formal style and which are in informal. What features of formality or informality can you find in the sentences?*

1	Thanks a lot for the invitation, but I'm afraid I can't come.	1	Thank you very much for your kind invitation. I regret it will not be possible for me to come.
2	I really can't comment on the findings of this paper.	2	I am not currently in a position to provide any comments on the findings of this paper.
3	Will you write me back as soon as possible? I am waiting for your reply.	3	I would greatly appreciate hearing from you at your earliest convenience.
4	If you need any further details please let me know. With best wishes, Alex.	4	I should be pleased to provide any further details you request. Sincerely yours, Alex Brown.

Task 2. *Reduce the informality of each sentence.*

1. The investigation of the origin of the Universe will go on.
2. What are the effects of pollution on the population of birds in large urban areas? Several assumptions can be made.
3. You can clearly see the difference between these two sets of data.
4. The experiment will be over in three months.
5. We can't tell whether electricity is some peculiar kind of substance or motion of ordinary matter.
6. This approach does not promise many innovations.
7. Our new research assistant is a nice guy.

8. 7 out of 25 students had difficulty with the task.
9. Each statement in a high-level programming language is translated into many machine-code instructions generally.

Academic Vocabulary (Академічна лексика)

Ще однією важливою особливістю англійського академічного письма є тенденція обирати більш формальні альтернативи при виборі слів різних частин мови. Академічна лексика – це слова, які традиційно використовуються в наукових текстах з метою визначення різних понять. Вони не часто зустрічаються у неформальній розмові.

Verbs

Формальні дієслова латинського походження часто використовуються в англійському академічному стилі. В українських підручниках такі дієслова зазвичай називають "загальнонауковими дієсловами" (укр. загальнонаукова лексика).

Task 3. Match the most frequently used "scientific verbs " on the left (1-10) with the descriptions of their meanings on the right (a-j). Memorize the words you do not know actively.

A)

1. accept	a. put in order
2. accomplish	b. reach by effort
3. account for	c. decide the importance and give reasons
4. achieve	d. have an influence on, act on
5. adjust	e. agree or recognize with approval
6. affect	f. make practical use of
7. apply	g. regulate
8. arrange	h. take as true before there is proof
9. assess	i. perform successfully
10. assume	j. explain the cause of

B)

1. avoid	a. describe similarities or differences
2. clarify	b. arrive at an opinion
3. coincide	c. be similar in area and outline

4. compare	d. keep away from
5. complete	e. arrive at (knowledge, a theory) by reasoning
6. concern	f. have relation to
7. conclude	g. finish
8. consider	h. make clear
9. correspond	i. be in harmony
10. deduce	j. think about, regard

C)

1. define	a. appear
2. derive from	b. lay stress on
3. determine	c. found, set up
4. emerge	d. state precisely the meaning of
5. emphasize	e. form a judgment about, calculate the value of
6. ensure	f. find out precisely
7. establish	g. guarantee
8. estimate	h. take as a starting point, source or origin
9. evaluate	i. concentrate on
10. focus on	j. find out the value of

D)

1. identify	a. keep up
2. imply	b. become concerned with something
3. include	c. point
4. increase	d. pay no attention to
5. indicate	e. make a careful study of
6. infer	f. make a suggestion
7. investigate	g. become greater in size
8. involve	h. conclude
9. maintain	i. bring in
10. neglect	j. establish the identity of

E)

1. observe	a. make
2. obtain	b. go before
3. occur	c. make smaller
4. omit	d. give, supply
5. perform	e. get
6. precede	f. watch carefully
7. proceed	g. go forward
8. produce	h. do
9. provide	i. leave out
10. reduce	j. happen

F)

1. refer to	a. depend upon
2. regard	b. give a result
3. rely on	c. be enough for
4. require	d. turn to for information, etc.
5. satisfy	e. change position
6. specify	f. make use of
7. suppose	g. consider
8. transfer	h. state or name definitely
9. utilize	i. demand
10. yield	j. guess, take as a fact

Collocations

У академічному письмі існують відносно стійкі сполучення слів, які зустрічаються регулярно. Їх знання та відповідне використання дуже важливі для успішної письмової комунікації. Умовно, можливо виділити наступні групи цих словосполучень;

- **дієслово + іменник:** collect information, commit crime, complete a task, pose a challenge, receive treatment, show evidence
- **дієслово + прийменник:** hack into, log onto

- **прислівник + прикметник:** clearly evident, freely available, highly sensitive, substantially different, widely available, virtually impossible
- **прикметник + іменник:** additional information, active participant, brief description, academic career, special circumstances, specific needs,

Task 4. *Read and translate the following collocations into your native language.*

Academic community, academic writing, accurate measurement, analytical approach, artificial intelligence, background knowledge, basic premise, become apparent, broader context, careful analysis, causal relation, change constantly, changing circumstances, civil society, clearly identified, cognitive skills, detailed analysis, develop strategy, diagnostic test, digital information, directly affect, draw conclusion, easily identified, easy access, economic consequences, entire range, face discrimination, facilitate (the) development, fair treatment, federal government, financial assistance, focus on (an) aspect, follow instructions.

Task 5. *Match the words on the left (1-8) with the words on the right (a-h) to make collocations. There may be more than one possible answer*

1	full	a	property
2	fundamental	b	interest
3	gather	c	priority
4	give	d	network
5	global	e	feedback
6	high	f	data
7	increased	g	problem
8	intellectual	h	employment

Task 6. *Make sentences using the collocations above*

Task 7. *The following sentences contain widespread academic collocations. Find them in these sentences and say what type they are.*

1. Social and ideological crises usually give rise to non-traditional religions and beliefs.
2. Ecologists lay emphasis on the consequences of human utilization of natural resources.
3. The data he has found will shed light on theoretical assumptions.
4. Advances in molecular biology may have implications for therapy.
5. Recent research into mental illnesses has provided clues to the causes of schizophrenia.
6. The recent elections have shown that political forces managed to maintain the status quo.
7. The participants of the conference have raised many burning issues.
8. The paper offers insights into the history of the Ukrainian emigration to Canada.
9. For the purposes of this research, this theorem will be taken for granted.
10. The tests of gene therapy have allowed medical scientists to draw conclusions about its possible risks and benefits.
11. Practical consequences of the research lie outside the scope of this paper.
12. When investigating the origin of different disease, researchers take into account both hereditary and environmental factors.

Task 8. Choose a missing verb and fill in the blanks.

extended	elaborates	laid	draw on
provides	corroborate	fall	places
submit	heightened	contributed	faces

1. Traditionally, Ukrainian higher education _____ *importance* on the development of wide erudition of students.
2. The authors of the article _____ *recent research* to show how the goal of learning English vocabulary can be integrated into speaking activities.
3. N. Bohr, the outstanding Danish physicist, _____ *the foundations* of a "liquid droplet" theory of nuclear phenomena.
4. Few facts _____ *the theory* of the virus nature of cancer.
5. In the history of science, some researchers _____ *the theories* that

already existed to include the new phenomena.

6. He _____ *research* into the use of optics.
7. Many scholars think that humankind _____ *the problem* of overpopulation.
8. If you try to be as accurate as possible when learning a foreign language, you _____ *into a category* of the analytic learner.
9. Cloning of animals _____ *further opportunities* for biological research.
10. Intensive space exploration in the second half of the 20th century has essentially _____ *to our understanding* of the Universe.
11. You may try to _____ *the paper* to an international journal.
12. Political and economic changes in Ukraine have _____ *the need* of society for economists and lawyers.

Logical Connectors

Логічні з'єднувачі (перехідні вирази) пов'язують слова і фрази, які встановлюють логічний зв'язок між ідеями всередині речення або між пропозиціями. Вони також покращують потік листа, тобто плавний рух від однієї ідеї або фрагменту інформації в тексті до наступного. Таким чином, логічні з'єднувачі є орієнтирами для читачів, які допомагають їм краще стежити за текстом. Оскільки перехідні вирази показують різні види логічних відносин, вони можуть бути згруповані відповідно до їх значення і функції.

Task 9. *Read the following passages. Which one is easier to read? Why? Now look back at version (B) and answer the questions that follow.*

A)

E-mail and electronic communications are not new. Large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s – part of the super-power competition of the cold war and the arms race. ... Recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world.

Mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid-70s. E-mail and Internet are too wonderful to remain in the

hands of just a few academics or the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success power.

Electronic transfer of information is so important to education. Electronic communications are global and the Internet has no borders. This technology creates many opportunities for cultural and linguistic exchange . . .

B)

E-mail and electronic communications in general are not new. In fact, large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s—part of the superpower competition of the cold war and the arms race.... Later, recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world.

Thus, mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid-70s. However, e-mail and Internet are too wonderful to remain in the hands of just a few academics or the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post-industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success and power. That is why electronic transfer of information is so important to education. Moreover, since electronic communications are global and the Internet has no borders, this technology creates many opportunities for cultural and linguistic exchange . . .

- 1. Which expressions in the text show causal relationship?*
- 2. Which expression shows that more information will be added?*
- 3. Which expression indicates time?*
- 4. Which expression shows that the sentence will contradict something*

said earlier?

5. Which expression introduces a conclusion?

6. Which expressions intensity the meanings of the sentences?

Task 10. Below is a list of some widespread logical connectors. Group them into their functions according to Table 1. Several connectors may have more than one meaning. Each cell contains one connector provided as an example for you.

Box 1. Logical Connectors

accordingly	consequently	hence	likewise	overall
although	conversely	however	meanwhile	regarding
as	despite	in addition	moreover	similarly
as a matter of fact	due to	in brief	nevertheless	since
as a result	even though	in conclusion	nonetheless	that is (i.e.)
as far as	finally	in contrast	notwithstanding	therefore
as long as	firstly	in fact	on the contrary	thus
as to	for example	in other words	on the other hand	whereas
at the same time	for instance	in spite of	on the whole	while
because of	furthermore	in this case	otherwise	yet

Table 1. Functions of Logical Connectors

<i>Function</i>	<i>Connectors</i>
<i>Addition</i>	furthermore,
<i>Cause and effect</i>	because of,
<i>Comparison</i>	likewise,
<i>Concession</i>	nevertheless,
<i>Conclusion</i>	therefore,
<i>Contrast</i>	on the other hand,
<i>Enumeration</i>	firstly,

<i>Illustration</i>	for example,
<i>Intensification</i>	as a matter of fact,
<i>Reformulation</i>	in other words,
<i>Relation</i>	regarding,
<i>Summation</i>	overall,
<i>Time</i>	meanwhile.

Task 11. Choose the most suitable logical connector out of the two given in each sentence.

'Writing is a difficult skill for native speakers and nonnative speakers (*alike/accordingly*), (*thus/because*) writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers (*because/even though*) they are expected to create written products that demonstrate mastery of all the above elements in a new language. "(*In contrast/in addition*), writing has been taught for many years as a product rather than a process. (*Therefore/moreover*), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

Task 12. Fill in the blanks with the logical connectors given before the text.

in other words	therefore	even though	that is why
for example	however	in fact	then

1)_____ computers are clever machines, they cannot understand ordinary spoken English or any other natural language. 2)_____, the only language they can understand directly is machine code: central processors operate on codes, which consist of a series of binary digits. The instructions are _____ said to be in machine code. 4)_____, machine code as a means of communication is very difficult to write. 5)_____ we use symbolic languages that are easier to understand. 6)_____, by using a special program, these languages can be translated into machine code. 7)_____, the so-called "assembly languages" use abbreviations such as ADD, SUB, MPY to represent

instructions.8)_____, they are labels, which can be easily associated with the items they refer to.

Порада: запишіть список перехідних виразів на окремому аркуші та тримайте його під рукою під час написання англійською мовою.

Latin Expressions

Академічна англійська мова часто використовує латинські скорочення і вирази. З деякими з них ви, мабуть, зустрічалися і при читанні українських академічних текстів. Такі вирази легко помітити, тому що вони часто написані латинським алфавітом. У англійських наукових текстах такі вирази (а не аббревіатури) іноді виділяються курсивом.

Нижче наводяться списки скорочень і виразів, які ви можете використовувати при написанні наукових текстів англійською мовою.

Table 2. Latin Abbreviations

Expression	Full form	Modern meaning
A.D.	<i>Anno Domini</i>	in the year of our Lord
a.m.	<i>ante meridiem</i>	before noon
cf.	<i>confer</i>	compare
e.g.	<i>Exempli gratia</i>	for example
et al.	<i>et alii</i>	and other authors
etc.	<i>et cetera</i>	and other things; and so on
ibid.	<i>ibidem</i>	the same as the previous reference
i.e.	<i>id est</i>	that is to say
loc. cit.	<i>loco citato</i>	in the place cited
N.B.	<i>nota bene</i>	take note
op. cit.	<i>opere citato</i>	in the work cited
p.m.	<i>post meridiem</i>	after noon
P.S.	<i>post scriptum</i>	something added after signature in a letter
viz.	<i>videlicet</i>	namely
vs	<i>versus</i>	against

Table 3. Latin Expressions

Expression	Meaning
<i>a fortiori</i>	by a more convincing argument
<i>a posteriori</i>	reasoning based on past experience
<i>a priori</i>	reasoning that precedes experience
<i>ab initio</i>	from the beginning
<i>ab ovo</i>	from the beginning
<i>ad hoc</i>	arranged for a particular purpose; not pre-arranged; informal
<i>ad infinitum</i>	without limit; forever
<i>alter ego</i>	one's other self
<i>bona fide</i>	genuine(ly), sincere(ly), in good faith
<i>de facto</i>	existing by fact, not by law or right
<i>de jure</i>	by right; according to law
<i>ego</i>	I; individual perception or experience of oneself
<i>errata</i>	list of errors, misprints, etc. in a printed book
<i>erratum</i>	error in printing or writing
<i>in situ</i>	in its original place
<i>in vitro</i>	experiment conducted in a glass
<i>m vivo</i>	in life; experiments conducted on living organisms
<i>ipso facto</i>	by that very fact
<i>per capita</i>	per head (e.g., per capita income)
<i>per diem</i>	per day (e.g., expenses allowed each day)
<i>per se</i>	something considered alone, by itself
<i>post factum</i>	after something has happened
<i>post-mortem</i>	made after death
<i>pro rata</i>	in proportion
<i>sic</i>	thus (placed in brackets to indicate that the preceding word, statement, etc. is correctly quoted even though this

Task 13. *Translate the sentences into your native language paying attention to Latin abbreviations and expressions.*

1. The in vitro packaging system developed for recombinant DNA appears to bring the cloning of unenriched DNA.
2. Although knowledge of foreign languages is practically important, it is also valuable per se.
3. History knows several examples when countries were ruled by de facto kings.
4. Chemical processes usually flow in vivo quicker than in laboratory conditions.
5. Mastery of genre and styles conventions liberates the ego of a writer and provides him / her with the tools of self-expression.
6. You may find Errata in the section "Announcements" of the journal.
7. Every creator starts to work within a traditional system (ideological, epistemological, literary, etc.) before he or she can intentionally modify that system.
8. While some scholars argue that conceptual systems do not exist a priori, others think that social groups, within which individuals function, are determined by and interact with prior "systems."
9. The studies have shown that this class of bacterial proteins also pumps toxins out of the cell interior (Nguyen et al., 1983).
10. To elaborate a new decision, the committee gathered for an ad hoc meeting.
11. For this trip, per diem expenses must not exceed \$40.
12. Per capita income is an important economic category.
13. Minerals get their names from various sources; e.g., alexandrite was named for Alexander I of Russia.

LESSON 2.

CVS AND BIO-DATA

У англо-американській академічній культурі біографічні дані традиційно представляються у вигляді резюме або коротких біографічних даних.

The Curriculum Vitae (CV)

Резюме (укр. життєпис, автобіографія, резюме) – це звіт про свою освіту та наукову кар'єру. Резюме зазвичай складають у разі подачі заявки на академічну посаду або стипендію. Резюме може бути досить докладним і довгим, але, на відміну від оповідної автобіографії, воно зазвичай підпорядковано певному формату і повинно бути надруковано. Резюме часто оновлюють, щоб показати успіхи в академічній кар'єрі і зростаючий досвід їх власників.

Типове академічне резюме включає наступну інформацію (представлену у відповідних підзаголовках):

- ім'я та прізвище;
- робочі та домашні адреси;
- освіта (тільки вища освіта з відповідними ступенями);
- досвід роботи;
- нагороди / стипендії / гранти;
- публікації (з повною бібліографічною інформацією);
- презентації/тези доповідей конференції (з назвами презентацій і датами конференції);
- членство в професійних товариствах;
- знання мов.

Резюме може також включати короткий опис деяких професійних навичок. Інформація в резюме зазвичай представлена у зворотному хронологічному порядку, тобто починаючи з останніх дат. У резюме часто використовують скорочені фрази (замість повних речень) з опущеними лінгвістичними елементами, такими як займенники першої особи, допоміжні дієслова і деякі пропозиції.

Наприклад:

I conducted laboratory experiments.	Conducted laboratory experiments.
<i>Або:</i>	
I am fluent in German	Fluent in German

Найважливіші помилки написання резюме, яких слід уникати, полягають у наступному:

1. Погано організоване – важко зрозуміти або вимагатиме занадто багато тлумачення.
2. Погано розроблений формат і непривабливий зовнішній вигляд (погано набирається, надрукований на папері низької якості, містить рукописні виправлення, плями кави або чаю, та ін.).
3. Помилки в написанні, погана граматики, погана пунктуація.
4. Включає особисту інформацію, таку як сімейний стан або стан здоров'я.
5. Відсутня достатня контактна інформація (наприклад, номер телефону або факсу).
6. Інформація включає в себе попереджувальний сигнал, що привертає роздратування уваги, наприклад така як звільнення.
7. Неправдиве.

При написанні резюме у рамках заявок на міжнародні академічні програми українські студенти і науковці можуть зіткнутися з деякими специфічними проблемами. Оскільки система освіти та вчених ступенів в Україні суттєво відрізняється від системи англослов'янських країн, складно уявити, наприклад, резюме українського диплому про вищу освіту або вчений ступінь кандидата наук або доктора наук. У деяких випадках важливо дати роз'яснення: пояснити, наприклад, що диплом про вищу освіту вище ступеня бакалавра, кандидат наук приблизно еквівалентний ступеню доктора філософії ("доктор філософії"), а доктор наук вище українського докторського ступеня. Однак при подачі заяви за спеціальними програмами академічного обміну, орієнтованими на українських студентів і науковців (наприклад, за програмою W. Fulbright), досить (а іноді навіть необхідно) надати українські назви дипломів, ступеню або програми курсу транслітерації англійської мови. Однак, у будь-якому випадку, надати повну і вичерпну раду не представляється можливим.

Фрази та вирази, які використовують у резюме:

Assisted in / with ...	Допомога в / у ...
Developed expertise in ...	Отримав знання і досвід в ...
Developed..	Розробив
Extensive practical (hands-on) experience as ...	Великий практичний досвід роботи як ...
Gained hands-on experience in ...	Отриманий практичний досвід в ...
Instructed ... in ...	Навчав...
Kept accurate computer records of ...	Вів точні комп'ютерні записи ..
Managed / Handled ...	Керував ...
Motivated and enthusiastic (about) ...	З великою мотивацією і повний ентузіазму (щодо) ...
Organized ...	Організував
Participated in ...	Брав участь в ...
Received ... award	Отримав ... нагороду
Represented the company at ...	Представляв компанію в ..
Supervised	Наглядав
Served as ...	Служив як ...
Trained new clerks.	Навчав нових офісних службовців.
Worked on ...	Працював над ...
Worked as ...	Працював як ...
Worked with ...	Працював з ...
years successful experience in ... as ...	...років успішної роботи ... як ...

Task 1. Read the following CV and answer the questions:

- What does an academic CV stand for?
- Why is CV needed?
- What information is included in this CV?
- Does the information in this CV comply with the basic requirements?
- Can this CV be rejected?
- How would you improve this CV?

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EDUCATION

- 09/2006 – **Stanford University**, Stanford, CA
06/2012 Ph.D. in Computer Science
Dissertation: Software Tools to Facilitate Research Programming
Committee: Dawson Engler, Jeffrey Heer, Margo Seltzer (Harvard University)
- 06/2005 – **Massachusetts Institute of Technology**, Cambridge, MA
06/2006 Master of Engineering in Electrical Engineering and Computer Science
Master's Thesis: A Scalable Mixed-Level Approach to Dynamic Analysis of C and C++ Programs, Advisor: Michael D. Ernst
MIT EECS award for Outstanding Computer Science Master of Engineering Thesis
- 09/2001 – **Massachusetts Institute of Technology**, Cambridge, MA
06/2005 Bachelor of Science in Electrical Engineering and Computer Science
GPA: 5.0/5.0

PRIOR EMPLOYMENT

- 07/2015 – **Microsoft Research**, Redmond, WA
08/2015 Visiting Researcher – Research in Software Engineering (RiSE) group
- 10/2013 – **Massachusetts Institute of Technology**, Cambridge, MA
06/2014 Postdoctoral Researcher – CSAIL User Interface Design Group – Host: Rob Miller
- 06/2013 – **edX**, Cambridge, MA
09/2013 Visiting Research Scientist – analyzed MOOC data [C.15, C.16, C.17]

- 07/2012 – **Google**, Mountain View, CA
- 02/2013 Software Engineer – online education group – Google Research
- 09/2006 – **Stanford University**, Stanford, CA
- 06/2012 Ph.D. Student – Department of Computer Science
- 09/2011 – **Harvard University**, Cambridge, MA
- 01/2012 Visiting Research Fellow – Computer Systems Group – Host: Margo Seltzer

RESEARCH INTERESTS

Human-computer interaction, online learning, productivity tools for data scientists

AWARDS AND HONORS

- 08/2015 Google Faculty Research Award
- 04/2014 CHI Honorable Mention Paper [C.18]
- 06/2012 ICSE Software Engineering In Practice Best Paper Award [C.13]

PUBLICATIONS

B.3 Philip J. Guo. Practical tips for preparing your raw data for analysis. Book chapter in Perspectives on Data Science for Software Engineering, T. Menzies, L. Williams, T. Zimmermann, eds. Morgan Kaufmann, 2016.

C.27 Philip J. Guo. Codeopticon: Real-Time, One-To-Many Human Tutoring for Computer Programming. In Proceedings of UIST 2015: ACM Symposium on User Interface Software and Technology, Nov 2015.

M.9 Philip J. Guo. Refining Students’ Coding and Reviewing Skills. In Communications of the ACM, Vol. 57, No. 9, Sep 2014.

J.2 Adam Kiezun, Vijay Ganesh, Shay Artzi, Philip J. Guo, Pieter Hooimeijer, Michael D. Ernst. Hampi: A Solver for Word Equations over Strings, Regular Expressions and Context-free Grammars. In TOSEM: ACM Transactions on Software Engineering Methodology, 2012.

Conference Presentations

Parmit K. Chilana, Rishabh Singh, Philip J. Guo. Understanding Conversational Programmers: A Perspective from the Software Industry. Conditionally accepted to CHI 2016: ACM Conference on Human Factors in Computing Systems, May 2016.

Philip J. Guo. Codeopticon: Real-Time, One-To-Many Human Tutoring for Computer Programming. In Proceedings of UIST 2015: ACM Symposium on User Interface Software and Technology, Nov 2015.

Philip J. Guo, Jeffery White, Renan Zanelatto. Codechella: Multi-User Program Visualizations for Real-Time Tutoring and Collaborative Learning. In Proceedings of VL/HCC 2015: IEEE Symposium on Visual Languages and Human-Centric Computing, Oct 2015.

Skills

Comprehensive knowledge in programming languages (C, C++, Perl, Python, PHP, FORTRAN, Visual Basic, JAVA, and other languages), and many software applications

Languages

English – native

German – fluent

Spanish – elementary

Task 2. *Here is the English version of a sample autobiography of a Ukrainian scholar. Rewrite the autobiography in the form of a CV adding necessary details.*

I, Petro Ivanenko, was born on May 14, 1979 in Mykolaiv. In a family of school teachers.

In 1985 I entered secondary school № 22 in Mykolaiv. I graduated from the school with honors in 1995 and entered the National University of Shipbuilding next year. In 2001 I graduated from the University with the Diploma with Highest honors in “Computer assisted control systems”. In 1998 I won the first award in the Annual Student Contest for the Best knowledge of English.

2001 – Grant from the Central European University for participating in the Budapest Summer School of Econometrics. Since 2000 I've been working as an Engineer in "UNT Co., Ltd," in Mykolaiv. I'm responsible for creating a local business information network, translate and interpret from English into Ukrainian. In February 2002 I took part in Annual Scientific Conference with my project "Computer Control System Modeling and Simulation". Same year got my other project accepted for publication "A survey of Incremental reasoning Algorithms for Datalog variants." I'm familiar with the computer applications: C++, Visual Basic, Delphi, FoxPro. I'm a native Ukrainian speaker, have fluent Russian, good English, and fair German.

Task 3. *Write your own CV that you might be submitting together with some fellowship or grant application and discuss it with your classroom partner.*

Bio-data (коротка біографічна довідка)

Біографічна інформація (bio-data) зазвичай супроводжує опубліковані роботи і заявки на гранти. Як правило, вони досить короткі (приблизно 50 слів) і зазвичай включають наступну інформацію:

- освіта;
- досвід роботи;
- відповідні кваліфікації та досягнення.

Разом з тим структура та організація біографічної інформації можуть відрізнятися в різних галузях.

Зразок короткої біографічної довідки

Petro Ivanenko received his Diploma of Specialist with Highest Honors in Computer Assisted Control Systems from the National University of Shipbuilding in 2001. He is a graduate student of the doctoral program at this University. His research interests Modeling and simulation numerical methods, in particular, on application of numerical methods.

Task 4. *Read and compare the following bio-data statements What information does each of them include? How do they differ from each other?*

A)

Martin Stolz is a Professor of Linguistics at the University of Freiburg, where he teaches courses on stylistics, discourse analysis, and language education. Prof. Stolz conducts research on literary language and the use of literature in teaching foreign languages. His recent publications on these and other topics appeared in the *Zeitschrift für Anglistik und Amerikanistik*, *Journal of Literary Semantics*, *Linguistics and Education*, and various edited books.

B)

Andrew Burnette is a senior engineer with Eastern Research Group in Austin, Texas. He began working in the pollution control industry in the early 1980's. He received his bachelor's degree in Mechanical Engineering from the University of Texas at Austin in 1988. During the past decade his work has focused upon developing cost-effective methods for reducing regional mobile source pollution. In that capacity, his primary clients have been state and national governments, mainly in North America. His work over the past 5 years can be summarized as covering the following subjects: the design and evaluation of inspection and maintenance programs; the development and application of mobile source emission factor models; investigations into the effectiveness of techniques and technologies for measuring and reducing mobile source emissions; and, the development of regional strategies for reducing mobile source emissions. Mr. Burnette has authored several peer-reviewed articles on mobile source pollution control and has spoken at numerous symposia and conferences during the past decade. He holds two patents for pollution control equipment.

C)

Maria Santos received her M.A. in linguistic anthropology from the University of Florida (1993), where she was a participant in the Indigenous Language Materials Project. She completed her Ph.D. in 1997. Since then, she has worked as a professor and researcher in the Language and Pedagogy departments at the University of Cochabamba, Bolivia, where she has continued developing her research interests in bilingualism, indigenous identity, and other related issues. Since 2000, she has been a leader of an international program at this University focusing on bilingual-intercultural education. Her most recent publication is *Schools and Education in Bolivia* (2000).

Task 5. *Write your own bio-data statement.*

LESSON 3.

SUMMARIES AND ABSTRACTS

Анотація (від латинського *annotatio* – примітка) – коротка характеристика книги, статті, що викладає її зміст і, інколи, дає оцінку, допомагає читачеві орієнтуватися в літературі з того чи іншого питання.

Існує кілька видів анотації. Анотації за змістом і призначенням можуть бути довідковими, описовими, реферативними, рекомендаційними і критичними.

Працюючи над написанням анотації, варто дотримуватися трьох основних вимог:

- 1) анотація повинна відображати ідею усього тексту, а не окремих його частин;
- 2) матеріал має бути представленим у безособовій формі і не містити власних думок та вражень;
- 3) анотація має бути стислою версією статті, написаною власними словами.

Текст анотації повинен мати чітку структуру, де вказується про що йдеться у статті, що саме було досліджено і розглянуто, з яких частин вона складається і кому може бути цікава ця інформація.

Структура анотації:

- вступ (тема, мета роботи, яка анотується);
- основна частина (сутність роботи, що анотується);
- висновок (призначення роботи, що анотується).

Для написання анотації важливо добре розуміти матеріал, над яким треба працювати, тому варто розглянути етапи роботи над текстом.

1. Перегляньте статтю, прочитайте заголовок, підзаголовки, перший абзац, перше речення кожного абзацу і останній абзац. У разі відсутності підзаголовків, самостійно поділіть текст на абзаци. Спробуйте зрозуміти про що йдеться у тексті і визначити тип тексту. Перекладіть невідомі слова, якщо вони допоможуть зрозуміти головну ідею.

2. Прочитайте статтю, підкресліть важливу інформацію і зробіть помітки.

3. Запишіть ключові факти своїми словами. Знайдіть інформацію, що підтверджує ці ключові факти, але не удавайтеся в подробиці.

4. Стисло викладіть висновки, що зробив автор, одним реченням.

5. Почніть писати анотацію, користуючись власними записами, не заглядаючи в оригінал. Варто зазначити, що анотація не повинна містити речення-висновок.

6. Перечитайте анотацію, переконайтесь, що вона написана власними словами і перевірте помилки.

Написання анотації вимагає не тільки знання її структури, а також уміння переробляти інформацію, використовуючи спеціальні мовні засоби.

Мовні засоби, які використовуються для логічного і зв'язного викладення інформації

1. Фрази, які можна використати для визначення *теми* роботи, яка анотується:

The book (textbook, chapter, paper etc.) is devoted (dedicated) to ...	Книгу (підручник, розділ, статтю тощо) присвячено ...
The book (textbook, section, paper etc.) deals with ...	У книзі (підручнику, розділі, статті тощо) розглядається ...

2. Фрази, які можна використати для визначення *мети* роботи:

The purpose of the research (study, investigation etc.) was ...	Метою дослідження було ...
- to clarify ...	- з'ясувати (внести ясність у) ...
- to determine (ascertain, establish) ...	- визначити (встановити) ...
- to elucidate ...	- висвітлити (роз'яснити) ...
- to explain ...	- пояснити ...
- to prove (validate) ...	- довести ...
- to substantiate ...	- обґрунтувати ...
- to compare ...	- порівняти ...
The book (paper, section etc.) presents	Книга (стаття, розділ тощо) представляє
the analysis of ...	- аналіз ...

the comparison of ...	- порівняння ...
the description of ...	- опис ...
the discussion of ...	- обговорення ...
the results of the research on / in (investigation of / into, study of) ...	- результати дослідження ...
a review of literature on ...	-аналіз літератури з ...
a survey of the relevant literature	- огляд відповідної літератури

3. Для викладення *сутності* роботи, що анотується, можна використати такі фрази:

The essence of the book (paper, section etc.) is that...	Суть книги (статті, розділу тощо) полягає у тому, що ...
The study emphasizes (stresses) the importance of ...	У дослідженні підкреслюється важливість ...
The author focuses on ...	Автор зосереджується на ...
Particular importance (significance, value, weight) is attached to ...	Особливе значення надається ...
Readers' attention is called (attracted, drawn) to ...	Увага читачів привертається до ...
The obtained data are exemplified with ...	Прикладом отриманих даних служить ...
It follows from the book (paper, chapter etc.) that ...	Із книги (статті, розділу тощо) виходить, що ...
Hence (therefore, thus) it can be concluded that ...	Отже (таким чином), можна зробити висновок, що ...

4. Фрази, які можна використати при визначенні *цільової аудиторії* роботи, що анотується:

The book (textbook, paper etc.) is intended for ...	Книга (підручник, стаття тощо) призначена для ...
The book (textbook, paper etc.) may be useful (helpful, valuable) for ... bankers and accountants	Книга (підручник, стаття тощо) може бути корисною для ... банкiрів і головних бухгалтерів
human resource managers	менеджерів з персоналу
students of Economics	студентів-економістів

Task 1. *Read the following information about summary writing strategies and compare it with the information on page 28–29. What information does each of them include? How do they differ from each other?*

Summaries

A summary is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. At Ukrainian universities, writing summaries of professional and scientific texts in English is often an examination assignment. The development of summarizing skills is therefore important for those who wish to master English academic writing. We will consider here the rules for writing summaries of texts, which, however, maybe extended to book summaries.

Requirements for Summaries

A good summary satisfies the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing of interesting details.
2. It is written in the summary writers own words.
3. It does not evaluate the source text and is written in a generally neutral manner.
4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.
5. The summary uses enough supporting detail and transition device that show the logical relationship of the ideas.
6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

Steps in Summarizing

1. Skim the original text and think about the author's purpose and main idea of the text.
2. Try to divide the text in to sections, or, if it has subheadings, think about the idea and important information that each section contains.

3. Now read the text again highlighting with a marker important information in each section or taking notes. You may also write an outline of the text.

4. Try to write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.

5. Decide what key details may be added to support the main point of the text and write them down.

6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.

7. Add appropriate transition devices (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.

8. Go through the process again making appropriate changes if necessary.

Task 2.

Compare the summary with the original text. Make up a plan to the text and compare it with the plan of the summary.

“Forecasting supply of employees”.

Forecasting the supply of employees involves two predictions. The first estimates how many employees there would be in the organization in specific jobs if the human resource programs currently in place continue. As with forecasting demand, both quantitative and qualitative techniques can be used. The most-used quantitative technique is Markov Modelling, which uses historical records to determine the probabilities, in one year, of employees in a specific job either staying in that job, moving to another job in the company, or leaving the company. These are known as transition probabilities and are calculated for each job. By using these probabilities in computer simulations, planners can determine how many individuals should be in each position at any year in the future.

The second prediction is how many individuals in the external labour market would have the necessary skills for employment in the organization at a specific time in the future. As an example of using a qualitative forecasting technique, Diana Taylor could gather experts in a Delphi situation and collect several rounds of data concerning popula-

tion trends, education levels of specific age groups, and the demand for employees by other companies. She could then use these data to estimate the number of individuals available in the external labour market. The results from both predictions will provide an estimate of the total supply of individuals with appropriate skills.

Summary

Text “Forecasting supply of employees” is devoted to measures that are crucial for estimating the future supply of individuals with appropriate skills. The author shows the essence of two predictions involved in the aforementioned process and gives description of the relevant forecasting techniques. Particular importance is attached to such a quantitative technique as Markov Modelling. The application of a qualitative forecasting method – the Delphi technique – is exemplified with an imaginary business situation. Readers’ attention is called to practical effects of the techniques under consideration. The text is intended for students majoring in human resource management.

Task 3.

Read the original text and summary. Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions to the following: "to excel", "researchers", "economic factors", "a higher need", "seek approval by conforming".

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar — what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in Who's Who. Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades before college as well. Others suggest that first-born children have a higher need to achieve. This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more

with parents than other children (Gewirtz & Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result, firstborns may seek approval by conforming to adult standards, including standards of achievement. Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings, – and more likely to outdo them. (Charles G. Morris, Psychology).

Summary

According to Charles G. Morris in his discussion of firstborns in Psychology, the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standards set for them.

Task 4.

Read a passage from the article "Teaching vocabulary in colour" by Anna Gnoinska and its summary. Add appropriate first and concluding sentences and insert one reminder phrase into the middle of the revised summary.

Teaching Vocabulary in Colour

Colours have a tremendous influence on human health and the psyche. A lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students. Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory. Colour captures and directs attention. Even conventionally outlined note scans benefit from colour coding; maps ... and most expressive drawings are considerably more effective in colour. It is not unimportant, however, which colours we use to stimulate students. To benefit from using them, we should know what

possible power they have over our students. Then we will not expose learners to calming vibrations if we expect them to be active, or to intellectual vibrations if we expect them to use their imagination. According to Muths (1994) and Mertz (1995), the most commonly used colours have the following properties. Green symbolizes balance and agreement with nature and other people. It soothes the nervous system. It gives hope and peace of mind. It is said to be favoured by quiet, patient, open-minded traditionalists. Too much green, however, evokes sadness and hidden fears. Blue is a calming and cooling colour. It is relaxing for the eyes and cheering for the mind. It promotes intellectual processes; that is why people who favour it are clever and industrious but not always creative. They are exceptionally just, dutiful, and loyal. Yellow, when bright and sunny, reinforces the nervous system and helps in analytical studies. It symbolizes wisdom, shrewdness, ambition, and intellectualism of the left brain. People who like yellow are happy optimists, but also critical thinkers who will eagerly defend their views. They often lack creativity and imagination. Pale shades of yellow, on the other hand, mean unfavourable emotions like envy or a tendency toward plotting and intrigue. Black represents mystery and the unknown. It protects people's individualism and makes them seem more unusual and interesting. People who like black are profound explorers and original thinkers Red is the most exhilarating colour and stimulates vivid emotions of the right brain. It promotes health, energy, and interest. In some people, however, it may evoke aggression. White stands for youth, cleanliness, and naivete. People who like white strive for perfection. They are submissive idealists whose dreams are difficult to fulfil It is a well known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions... . Using colour in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making students and teachers aware of the way they approach certain tasks.

Summary

Colours are considered to have a great impact on humans, both positive and negative. Colours may stimulate creativity and cause irritation.

Colour coding facilitates perception. The teacher s should know the possible influence colours have over students. Otherwise, learners may be exposed to calming colours at the time they need to be active, or to the colours promoting thinking when they are expected to use their imagination. The best known colours have the following properties. Green is a symbol of consensus with nature and other humans preferred by quiet, sincere people of traditional views. Blue is a cold, refreshing colour. It facilitates cognitive processes. The people who like this colour are hard-working but do not have enough imagination. They are exceptionally just, dutiful, and faithful. Black, which is usually associated with the mysterious and unknown, is favoured by people with original thinking. While red symbolizes health, energy, and sometimes aggression, white stands for youth, cleanliness, and idealism. Colour is useful in the learning process, because it helps to better memorize new words.

Task 5.

Read a passage from the article "The keys to a civil society-diversity, tolerance, respect consensus" by Damon Anderson. Write a summary of the text following all steps in the summarizing process.

The Keys to a Civil Society-Diversity, Tolerance, Respect, Consensus

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between people and countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy, traditional institutions and the world's labor forces are evolving. Such barriers as those between the young and the old, male and female, and prejudices against individual groups such as the physically impaired are increasingly being challenged. Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related

subjects are also often considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences... . Throughout history, people and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness-sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Civil wars and world wars have been fought over issues relating to diversity. With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to accept such Eastern alternatives as acupuncture... .

And breaking the age discrimination barrier, U.S. astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity.... This change in view, however, is not coming easily to the world. Many long-standing prejudices and practices counter to diversity still exist in all societies. Education is one of the keys to diminishing the prejudices against diversity. Awareness is the first step in the process. Helping students to become aware of the diversity around them and to recognize the value in that diversity is key to building a strong civil society.

LESSON 4.

ACADEMIC ESSAY

Практика написання наукових есе є принциповою відмінністю між освітою в Україні та освітою в англomовних країнах. Проте, процеси глобалізації освіти, зокрема доступність освіти за кордоном, змушують українців познайомитися з цим поняттям ближче.

Наукове есе можна певним чином співставити зі знайомим українцям поняттям курсової чи дипломної роботи. Його суть – обґрунтування певної позиції чи ідеї за допомогою фактів із надійних джерел та думок експертів, створення дискурсу на ту чи іншу тему. Проте є і суттєві відмінності, адже курсова чи дипломна робота досить велика за обсягом, її пишуть лише студенти та лише з профільних предметів. Натомість, наукові есе можуть мати всього кілька сторінок, а то й одну, в залежності від поставленого завдання.

Головні особливості, які допоможуть краще зрозуміти вимоги та очікування до есе:

Чітка структура. Есе повинно мати чітку структуру. Це стосується як поділу тексту на вступ, основну частину та висновок, так і структури абзацу та речення. Зокрема, кожен абзац має розкривати лише одну тему, починатися із вступного речення і завершуватися підсумком. Речення не повинні бути ні надто короткими ні довгими.

Обґрунтування тези. Кожне есе повинне мати тезу (thesis statement) – чітко сформульовану і дискусійну основну думку, а кожна ідея та факт наведений у есе повинен відповідно обґрунтовувати цю тезу.

Розмір. Велика увага приділяється дотриманню рекомендацій щодо обсягу есе, тому не варто писати ні більше ні менше – відхилитися від рекомендацій допустимо лише на 10%.

Відповідність типу есе. Найпоширеніші типи есе – аргументативне, есе-порівняння, есе причини та наслідку та риторичний аналіз. Кожен підвид має свої особливості, нехтування якими робить есе провальним.

Оформлення. Важливо дотримуватися певного стилю цитування (найпоширеніші стилі – APA, MLA, Chicago і Harvard).

Кожен стиль має чіткі вимоги не лише до оформлення посилань, але й до вигляду сторінок, підзаголовків, хедерів. Дотримуватись вимог потрібно до останньої коми.

Не дивуйтеся, якщо вимоги здалися для вас аж надто складними. Есе є чудовим інструментом навчання, яке дозволяє сформувати глибоке і оригінальне розуміння фактів, явищ та процесів.

Написати есе англійською мовою – не найпростіше завдання. Адже важливо не тільки те, що ваш твір має бути грамотним, а думки – викладені в логічному порядку і аргументовані. Есе має бути цікавим, емоційним, яскравим. Адже головне завдання есе – привернути увагу до кандидата, виділити його зі списку його колег. Саме тому слід підходити до написання есе творчо (до розумної межі). Стандартні фрази і звороти допоможуть вам вибудувати логічну чітку структуру есе, на яку ви не будете відволікатися. Стандартні вступні фрази зможуть оформити вашу письмову творчість в певні рамки.

Фрази, які можна використовувати на початку своєї письмової роботи.

Речення	Переклад
Many people think ... but others do not agree	Багато хто вважає, (що) ... , однак інші люди не погоджуються.
Let us consider what the advantages and disadvantages of ... are	Розглянемо, які є переваги та недоліки...
Let's consider some pros and cons of it	Пропонуємо розглянути, які є плюси та мінуси (цього).
Let us start by considering pros and cons of it	Почнемо з розгляду плюсів та мінусів.

Слова-зв'язки для наведення аргументів:

Слова-зв'язки	Переклад
To begin with, ...	Ми почнемо з того, що
Firstly, ... / Secondly, ... / Finally, ...	По-перше, ... / По-друге, .../ Нарешті,

One argument in support of ...	Одним з аргументів на підтримку цього є... .
The first thing that needs to be said is...	В першу чергу, необхідно сказати, що
It is true that ... / clear that ... / noticeable that ...	Дійсно так, що ... / Ясно, що ... / Варто відмітити, що ...
Another good thing about ... is that ...	Також позитивний момент ... заключається в ...
The second reason for ...	Друга причина
It is undeniable that...	Не можна заперечувати того, що... .
For the great majority of people ...	Для більшості людей
A number of key issues arise from the statement. For instance,	Це твердження торкається ряду ключових питань. Наприклад, ...
One of the most striking features of this problem is ...	Один з позитивних аспектів цієї проблеми ...
First of all, let us try to understand ...	Перш за все, спробуємо зрозуміти
The public in general tend to believe that ...	Громадськість схильна думати, що

Фрази для аргументації та підведення підсумків:

Experts... Експерти ...

believe that ... вважають, що

say that говорять, що

suggest that пропонують, що

are convinced that впевнені, що

point out that відмічають, що... .

emphasize that підкреслюють, що

According to some experts... на думку деяких експертів

From these facts, one may conclude that На підставі викладених фактів, ми можемо зробити висновок про те, що...

Which seems to confirm the idea thatЦе, як бачимо, підтверджує нашу думку про те, що ...

Thus, ... / Therefore,... Тому... ./ Таким чином....

The most common argument against this is that Найпоширеніший аргумент проти цього є те, що

In conclusion, I can say that although ... , Завершуючи, я можу сказати, що ... ,

To draw the conclusion, one can say that Підводячи підсумки, можна сказати, що

Task 1.

Read and analyze some useful tips on how to write an essay about yourself. What helps to reveal the personality the most?

No matter what's the purpose of your essay, there is a preset number of points that you will be expected to address.

The main line should be that you are not a robot, and that it is your feelings and emotions that define you as a personality. Do not get stuck with material possessions and what you have achieved in life. That has to do only with a small portion of who you are.

Avoid overly simplified ideas. You are a human being after all, and your life is not as simple as it may seem after years of school. You wouldn't want to seem or sound too simple. The more substance you create out of your daily activities, the better. Longer sentences will be good.

Include a few dream-like paragraphs to stress the point that you are not a robot. Sometimes it can get hard explaining your feelings and emotions, you may say.

The best way to get to know people is to see how they react to stimuli. Use your essay to pick a few incidents or just more or less regular events to attempt and define what your character is at its core.

Find amusing in ordinary and showcase that. Your job is to present the ordinary stuff that happens to you in a way that will make the reader want to know you better. It's all a matter of the right perspective. You have to take multiple stands on what you are as a person, and include that all in an ordered form.

How do you fit with your friends, family and just immediate surroundings? Where is your place in the world?

What is the purpose of your life? If a question like that is too global for your work, you can just include the things that you enjoy. Don't forget to say why or explain any symbolism connected with the things you love.

Avoid Unclear Definitions. It is really easy to get lost when you are writing something as vague and as perspective-oriented as an essay about yourself. People tend to choose a number of themes of who they are and try to describe them all.

That would be very confusing for the reader. Not to mention that it would be hard to write and navigate in between those themes. After all, very few people know you well enough, and it is almost certain that your essay is going to be read mostly by strangers or just people who know you marginally.

What you do instead is pick one theme: which light do you want to be seen in? Once you have answered that question, you are ready to go. Stay true to the theme, and you will get a coherent piece that will get you a good grade.

Task 2.

Read the following essay. Does it meet the requirements above? How would you improve it?

It's My Life

My name is Ann Smith. I am a senior in high school. Everyone can agree that I am a good student and that I like to study. My favourite subjects are chemistry and biology. I am going to enter the university because my goal is to study these subjects in future and to become a respected professional in one of the fields.

I can say that I am a responsible and a hard-working student. Moreover, being a sociable person, I have many friends since I like to communicate with people and get to know new interesting individuals. I enjoy my time at school: it is really nice to study, the students are very friendly and ready to help. The atmosphere cannot but make me want to go there every time. I like to receive and deal with challenging tasks. I am a very enthusiastic student and I think this is a strong point of mine.

My friends say that I am a very funny and an interesting girl with a good sense of humor. As soon as I meet new people who are happy to meet me, I feel extremely comfortable with them. I believe that friendship is one of the most important values in human life. We exchange new ideas, find many interesting things about each other and experience new things. I appreciate friendship and people who surround me.

Meeting new people who support all my efforts to grow and develop my skills not only in the subjects but also in my hobbies gives me a lot of energy. Many of those friends who surround me now I met on the street while doing my hobby. I'm in love with photography, so the thing I love doing so much became even more enjoyable. I decided to take beautiful pictures of accidental people and share these photos with them by emails or in social media. I feel happiness inside seeing how happy they are looking at the pictures where they are walking or sitting somewhere in the park. In this way, Liza became my best friend and we both believe that we meant to meet because she studies the same classes and we have similar life goals.

The goal I'm currently striving for is to make this world a better place to live in by starting the changes with myself. Sure, I've had bad experiences in my life too, but this is exactly what made me the way I am now: grateful, full of love, with a desire to study well because it will help me become a successful person in future and have a high quality of life. I believe that it is manifesting day by day and I feel even more responsibility for what I do and where I go. With all I already have, I know that I'm on the right path and I will do my best to inspire others to live the way they feel like living as well.

Task 3.

In western countries after secondary school, students very often do not continue immediately with their studies, but they take a one year break, called a 'gap year', when they travel or do voluntary work.

Read and analyze the essay below. Do you think the subject of this essay is fully developed? Give evidence to support your point of view.

In today's world of fierce competition, it is important for young people to get well-prepared for the challenges of the future. Thus the institution of gap year can be regarded as a step in the right direction though it is also not without its problems.

In its favour, the gap year seems to be useful psychologically as it helps young people understand their needs and interest better before they actually commit themselves to any particular career path. Besides, the gap year has educational advantages because it offers a lot of opportunities to learn about the world and one's own place in it. For all these

reasons, the gap year can be regarded as a positive social institution.

However, as critics are quick to point out, the gap year can in fact be harmful as it interrupts with the rhythm of learning and often makes it difficult for students to return to their studies. Apart from that, unfortunately not every young person can afford to travel around the world and many of them end up sitting around at home, which can be very demotivating.

All in all, the gap year may arouse mixed feelings, but still thousands of people every year take a year off. One can only hope they will use it fruitfully, minimizing the dangers and taking full advantage of its benefits.

Task 4.

Write an argumentative essay. Use your own ideas, knowledge and experience. Support your arguments with examples and relevant evidence.

ДОДАТКИ

Додаток 1

Питання для самоконтролю

1. Strategies in academic writing
2. Formal style. Cautious in writing in English
3. Academic verbs
4. Academic collocations
5. Logical connectors
6. Latin expressions
7. Requirements to CV
8. Important features of bio-data
9. English academic genres: Abstract. Summary
10. Requirements to academic essay

Додаток 2

Приклад академічного резюме

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Education

March 2002 – January 2006. PhD degree in the group of Prof. Rudi Studer at the University of Karlsruhe, Germany, completed with honours.

February 1996 – December 1999. Master's degree in computer science at the Faculty of Electrical Engineering and Computing at University of Zagreb, Croatia, GPA 5.00/5.00.

October 1991 – February 1996. Bachelor's degree in electrical engineering at the Faculty of Electrical Engineering and Computing at University of Zagreb, Croatia, GPA 4.97/5.00. In the first, second, and third year - presented with the faculty award "Josip Lončar" for being the best student of the year.

Awards

- Distinguished paper award for "Foundations of Declarative Data Analysis Using Limit Datalog Programs" at IJCAI 2017
- Best application paper award for "Semantic Technologies for Data Analysis in Health Care" at ISWC 2016
- The 2013 Roger Needham award by the British Computer Society (BCS) for "a distinguished research contribution in computer science"

Employment History

September 2008 – Present. Professor of Computer Science in the Department of Computer Science at Oxford University, Oxford, UK; associated with Somerville College as a Senior Research Fellow; was a University Lecturer from September 2008 until August 2014.

- working on various problems related to the theory and practice of knowledge representation and databases.

September 2007 – August 2008. Research Assistant in the Department of Computer Science at Oxford University, Oxford, UK, employed on the REOL project funded by Engineering and Physical Sciences Research Council (EPSRC), grant number EP/C537211/1

- working on various extensions of OWL and related description logic formalisms.

February 2006 – August 2007. Research Fellow at the Computer Science Department of the University of Manchester, Manchester, UK, employed on the REOL project funded by Engineering and Physical Sciences Research Council (EPSRC), grant number EP/C537211/1.

-working on a number of problems related to the integration of knowledge representation formalisms (such as description logics) with conventional data management systems (such as relational databases).

Professional Expertise

Programming languages: C/C++, Java, SQL/OQL, Pascal, Clipper, Fortran, JavaScript

Operating systems: Windows 9x/NT/XP (with excellent knowledge of Win32 API), Unix (Linux and Solaris) with reasonable knowledge of Unix APIs

Technologies: MFC, COM, TCP/IP, ATL, CORBA, JDBC, Servlets, JSP, ISAPI, XML, databases, Swing, UML

Methodologies: Rational Unified Process, Personal Software

Research-Related Information

Research Funding

AnaLOG: Datalog Extensions for the Analysis of Static and Streaming Data; Engineering and Physical Sciences Research Council (EPSRC) EP/P025943/1; £639,838; from 1/4/2018 to 31/3/2021. This an extension of the MaSI 3 Early Career fellowship funded myself and one research assistant.

Patents

- Parallel materialisation of a set of logical rules on a logical database. Boris Motik, Yavor Nenov, Ian Horrocks. Filed October 31, 2013. US Patent Application Number 15/033,583

Invited Presentations

- A Survey of Incremental Reasoning Algorithms for Datalog Variants. Invited talk at the 2016 Stream Reasoning Workshop, December 8, 2016, Berlin, Germany

Publication List

- Boris Motik, Yavor Nenov, Robert Piro, and Ian Horrocks. Consequence-Based and Fixed-Parameter Tractable Reasoning in Description Logics. Artificial Intelligence, 2019. To appear.
- Pan Hu, Boris Motik, and Ian Horrocks. Modular Materialisation of Datalog Programs. In Proc. of the 33rd AAAI Conf. on Artificial Intelligence (AAAI 2019), Honolulu, HI, USA, January 27–February 1 2019. AAAI Press.
- Nicholas P. Roth, Vasileios Trigonakis, Sungpack Hong, Hassan Chafi, Anthony Potter, Boris Motik, and Ian Horrocks. PGX.D/Async: A Scalable Distributed Graph Pattern Matching Engine. In Peter Boncz and Josep Lluís Larriba Pey, editors, Proc. of the 5th Int. Workshop on Graph Data-management Experiences & Systems (GRADES 2017), pages 7:1–7:6, Chicago, IL, USA, May 19 2017.
- Boris Motik. Resolution-Based Reasoning for Ontologies, 2nd edition. In Steffen Staab and Rudi Studer, editors, Handbook on Ontologies, International Handbooks on Information Systems, pages 529–550. Springer, 2009.

Languages

Croatian (native speaker),
fluency in speaking and writing in English and German, reasonable knowledge of Spanish

Додаток 3

Приклади науково-технічних текстів для анотування

Text 1

Computer Careers and Job Opportunities

Computer degrees give students access to state-of-the-art equipment, helping them learn in an interactive way. Continue reading for an overview of the programs, as well as career and salary info for some career options for graduates.

There are a wide variety of fields students can go into who have computer degrees. These include computer engineering, computer science and information technology. Computer science careers cover many different topics, such as algorithms and programming languages. Students in this area can get their bachelor's or master's. Computer engineering careers are geared towards testing different digital software and inspecting computer equipment. Coursework can include electronic and analog circuits, audio engineering and digital communications. Students looking to go into an information technology career can get their associate's, master's or doctoral degree. Programs in this field focus on computer-related needs for different organizations.

Computer degrees give students many avenues to work in, whether they are interested in information technology or computer science. Below are overviews and descriptions of potential careers for computer graduates.

Computer science covers computer architecture, programming languages, algorithms, computations and theories. Degree programs in computer science are offered at the bachelor's, master's and doctoral levels. Degree candidates study topics such as modeling, robotics, artificial intelligence, security and Internet systems, among others.

A degree in computer science affords numerous career options. Those who have obtained a bachelor's or master's degree may go on to work as systems analysts, database administrators, computer programmers and testers while those with master's or doctoral degrees may go into postsecondary education or computer research and development. The U.S. government offers opportunities for communication managers, intelligence specialists and computer systems specialists. According to

the U.S. Bureau of Labor Statistics (BLS), employees with computer and mathematical occupations had a mean annual salary of \$83,970 as of May 2014.

Text 2

Three Views of Paper Tape

After observing the holes in paper tape it is perhaps obvious why all computers use binary numbers to represent data: a binary bit (that is, one digit of a binary number) can only have the value of 0 or 1 (just as a decimal digit can only have the value of 0 thru 9). Something which can only take two states is very easy to manufacture, control, and sense. In the case of paper tape, the hole has either been punched or it has not. Electro-mechanical computers such as the Mark I used relays to represent data because a relay (which is just a motor driven switch) can only be open or closed. The earliest all-electronic computers used vacuum tubes as switches: they too were either open or closed. Transistors replaced vacuum tubes because they too could act as switches but were smaller, cheaper, and consumed less power.

Paper tape has a long history as well. It was first used as an information storage medium by Sir Charles Wheatstone, who used it to store Morse code that was arriving via the newly invented telegraph (incidentally, Wheatstone was also the inventor of the accordion).

The alternative to time sharing was batch mode processing, where the computer gives its full attention to your program. In exchange for getting the computer's full attention at run-time, you had to agree to prepare your program off-line on a key punch machine which generated punch cards.

University students in the 1970's bought blank cards a linear foot at a time from the university bookstore. Each card could hold only 1 program statement. To submit your program to the mainframe, you placed your stack of cards in the hopper of a card reader. Your program would be run whenever the computer made it that far. You often submitted your deck and then went to dinner or to bed and came back later hoping to see a successful printout showing your results. Obviously, a program run in batch mode could not be interactive.

But things changed fast. By the 1990's a university student would typically own his own computer and have exclusive use of it in his dorm room.

This transformation was a result of the invention of the microprocessor. A microprocessor (uP) is a computer that is fabricated on an integrated circuit (IC). Computers had been around for 20 years before the first microprocessor was developed at Intel in 1971. The micro in the name microprocessor refers to the physical size. Intel didn't invent the electronic computer. But they were the first to succeed in cramming an entire computer on a single chip (IC). Intel was started in 1968 and initially produced only semiconductor memory.

But a new Intel employee (Ted Hoff) convinced Busicom to accept a general purpose computer chip which, like all computers, could be reprogrammed for many different tasks (like controlling a keyboard, a display, a printer, etc.). Intel argued that since the chip could be reprogrammed for alternative purposes, the cost of developing it could be spread out over more users and hence would be less expensive to each user. The general purpose computer is adapted to each new purpose by writing a program which is a sequence of instructions stored in memory. Busicom agreed to pay Intel to design a general purpose chip and to get a price break since it would allow Intel to sell the resulting chip to others. But development of the chip took longer than expected and Busicom pulled out of the project. Intel knew it had a winner by that point and gladly refunded all of Busicom's investment just to gain sole rights to the device which they finished on their own.

Thus became the Intel 4004, the first microprocessor (uP). The 4004 consisted of 2300 transistors and was clocked at 108 kHz (i.e., 108,000 times per second). Compare this to the 42 million transistors and the 2 GHz clock rate (i.e., 2,000,000,000 times per second) used in a Pentium 4. One of Intel's 4004 chips still functions aboard the Pioneer 10 spacecraft, which is now the man-made object farthest from the earth. Curiously, Busicom went bankrupt and never ended up using the ground-breaking microprocessor.

Intel followed the 4004 with the 8008 and 8080. Intel priced the 8080 microprocessor at \$360 dollars as an insult to IBM's famous 360 mainframe which cost millions of dollars. The 8080 was employed in the MITS Altair computer, which was the world's first personal computer (PC). It was personal all right: you had to build it yourself from a kit of parts that arrived in the mail.

A Harvard freshman by the name of Bill Gates decided to drop out of college so he could concentrate all his time writing programs for this computer. This early experience put Bill Gates in the right place at the right time once IBM decided to standardize on the Intel microprocessors for their line of PCs in 1981. The Intel Pentium 4 used in today's PCs is still compatible with the Intel 8088 used in IBM's first PC.

Text 3

THE FUTURE OF VIRTUAL REALITY

Most experts think that virtual reality, at least beyond the level shown in today's video and computer games, will not become widespread any time soon. Fully immersive VR technology is still expensive and undependable. Most businesses have not wanted to invest in it. Cyber Edge Information Services, a research and marketing firm that covers the industry, stated that virtual reality or visual simulations earned \$36.2 billion in 2002, up from \$22 billion in 2001. That figure seems large, but it is only a tiny fraction of the amount that the whole computer industry makes.

A VIRTUAL FUTURE

On the other hand, computers are likely to continue growing in speed and in power very quickly, and virtual reality technology will probably improve along with them. Back in 1965, Gordon Moore, a cofounder of Intel Corporation, now a well-known maker of computer chips, proposed what has come to be called Moore's Law, which has often been interpreted to mean that computing power doubles every year or two. In other words, a computer system that costs \$1,000 today will do twice as much, twice as fast, as a system that sold for that price about a year and a half ago – or, put another way, a system with the same power as one that cost \$1,000 a year or two ago will cost only \$500 today. Amazing as it seems, several decades of experience have proved Moore's Law to be true.

It looks likely, then, that by, say, 2015 or 2020, computer systems that deliver convincing, immersive, reasonably reliable virtual reality will cost no more than a big-screen television does now. Most businesses and many homes will have them. Virtual reality entrepreneur John C. Briggs, for one, predicted in the May 2002 issue of *Futurist* magazine that "in the next 10 to 20 years, VR experiences will be fully integrated

into real life." Looking farther ahead, Ken Pimental and Kevin Teixeira claimed in the book *Virtual Marketing: Through the New Looking Glass* that "within one hundred years virtual reality could become a semi-invisible service in society, like telephones, light switches, books, and television – a tool for communication, work, and pleasure that we use without thinking about it." Some people paint a rosy picture of what life would be like if virtual reality were everywhere. In an article in the journal of the Association for Computing Machinery, multimedia expert Ramesh Jain wrote: "You might experience your friend's wedding in India, seeing what is happening, feeling the warm, humid air of the wedding hall, listening to conversations and the wedding music, and enjoying the taste and aroma of the food being served. You might experience all that and more while sitting at home in Montana on a frigid January morning."

Boosters of virtual reality believe that it will greatly enhance education, science, industry, art, and entertainment, as it has already begun to do. They say it will simplify many tasks and let people express their creativity in new ways.

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