

A. MINIAILOVA

TEACHING INTERNATIONAL STUDENTS IN ENGLISH



MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Admiral Makarov National University of Shipbuilding

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*Methodological Guidelines
for Lecturers*

*Recommended for Publication by the Academic Council
of the Admiral Makarov National Shipbuilding University*

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The methodological recommendations are intended for teachers of higher education institutions who teach foreign students, in particular Chinese students, in English. The materials discuss the specifics of lecturing in English, taking into account the cultural, linguistic and academic differences of students. Recommendations are provided on structuring lectures, using interactive teaching methods, and using English lexical and grammatical structures in the process of teaching foreign students in English. The methodological guidelines are aimed at improving the effectiveness of teaching, developing the professional pedagogical competence of teachers, and ensuring the quality of English-language education for foreign students.

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CONTENTS

SECTION 1. PREPARATION FOR LECTURES	4
Useful Vocabulary.....	4
Planning Lecture.....	4
Making Presentation.....	5
Text Features of Presentation.....	6
Punctuation.....	8
Prefixes and Suffixes.....	9
The Passive Voice.....	11
Academic Vocabulary.....	13
 SECTION 2. IN THE CLASSROOM.....	 17
Dealing with Audience.....	17
Dealing with Chinese Names.....	18
Structure of Lecture.....	22
Linking Words.....	26
Useful Phrases in the Classroom.....	28
 SECTION 3. DEALING WITH DIFFERENT FEATURES OF LECTURE.....	 32
Discussion.....	32
Problems and Solutions.....	33
Cause and Effect.....	33
Definitions.....	34
Generalisations.....	34
Examples.....	35
Comparisons.....	36
Numbers.....	37
Visual Information.....	38
Caution.....	42
Reference Words.....	43

SECTION 1. PREPARATION FOR LECTURES

USEFUL VOCABULARY

curriculum – навчальна програма

paragraph – абзац

capital letter – велика літера

highlight – виділяти

underline – підкреслювати

in italics – курсивом

in bold – жирним шрифтом

font – шрифт

background – фон

list – список

bullet point – маркований список

PLANNING A LECTURE

1. **Start** preparing a lecture as **early** as possible, especially if you are inexperienced in this.
2. **Study your target audience.** Having a clear idea of your target audience, its problems and requests, you will be able to choose the right words and complete the tasks set.
3. Think over the **main idea and purpose** of your speech, as well as make a plan. Dedicate enough time to this point, having thought through and formulated everything in detail. You can use templates, examples and samples, but do not forget to individualize and adapt them for yourself.
4. Structure the information. Prepare text and visual materials: tables, graphs, PowerPoint slides. Do not overload the visual part of the presentation with text. The visual presentation should be short and contain only key information. Design also plays an important role. Take time to select the most successful font, background and format. Also, don't forget to check your presentation for grammar, and the presence of introductory and connecting words.
5. The presentation should not be only a text. Use stable expressions, intonations, illustrations, etc. to transfer the attention of the audience from one point to another. This will make it easier for them to perceive the information.
6. If you need to provide any precise data, statistical analysis, financial indicators in your presentation, visualize them. You can design them using tables, graphs, diaframs and charts to make important information easier to digest.
7. Prepare for the speech. **Study Useful Vocabulary** of this Methodological Recommendations to use clichés during the lectures. It will make your speech more fluent and you will sound more natural.
8. Try to **anticipate possible questions.**

9. If you are not enthusiastic about your presentation, your audience is unlikely to enjoy it either. During the lecture, try to **impress the audience**, infect them with your **enthusiasm**. Use more adjectives and epithets to capture the attention of the students and make your speech more vivid and memorable.
10. The best lectures are conducted by teachers who know their stuff and memorize their content. However, if you find this challenging, try **creating notes** to use as a safety net in case you lose track. This ensures you include all the necessary information and follow a logical order.
11. **Practice** doesn't make perfect – it makes progress. There's no way of preparing for unforeseen circumstances, but thorough practice means you've done everything you can to succeed. If you are an inexperienced lecturer, rehearse your speech in front of a mirror or to a trusted friend or family member. Take any feedback and use it as an opportunity to fine-tune your speech.

MAKING A PRESENTATION

The main goal of any lecture is to attract and hold the attention of the audience in order to share lecture's content. This can be achieved by having a clear understanding of the rules for creating a presentation, its structure, as well as knowing the necessary phrases and expressions for giving a presentation in English.

There are three aspects of a successful lecture:

- 1) the content of the lecture (how interesting the information is);
- 2) the presentation itself (structure, consistency and logic of the presentation of the material, the presence of visual elements, etc.);
- 3) the speech (direct presentation of the material to the audience).

How to Create an Effective Presentation

Here are five tips to help you create a strong presentation and get the students interested and involved:

1. Keep it simple.

Before creating your presentation, take note of your intended audience and their knowledge level of your subject. You'll want your content to be easy for the students to follow.

Ask yourself what you want the students to take away from your lecture and **emphasize those important points**. Doing this ensures they remember the most vital information rather than less important supporting ideas. Try organizing these concepts into bullet points so the students can quickly identify critical takeaways.

2. Create a compelling structure

Put yourself in your students' shoes and determine the most compelling way to organize the information. Your presentation should be **articulate, cohesive, and logical**, and you must be sure to include all necessary supporting evidence to strengthen your main points.

If you give away all of your answers too quickly, students could lose interest. And if there isn't enough supporting information, they could hit a roadblock of confusion. Try developing a compelling story that leads your audience through your thought processes so they can experience the ups and downs alongside you.

By structuring your presentation to lead up to a final conclusion, you're more likely to keep students' attention. Once you've reached that conclusion, you can offer a Questions&Answers period to put any of their questions or concerns to rest.

3. Use visual aids

Appealing to various learning styles is a great way to keep everyone on the same page and ensure they absorb your content. **Visual aids are necessary** for visual learners and make it easier for people to picture your ideas. Aim to incorporate a mixture of photos, videos, tables, graphs, charts, diagrams to engage the students and convey your key points. If your presentation is long, including a video for the students to watch is an excellent way to give yourself a break and create new jumping-off points for your speech.

4. Be aware of design techniques and trends

Thanks to cutting-edge technology and tools, there are numerous platforms at your disposal to create a good presentation. But keep in mind that although color, images, and graphics liven things up, they can cause distraction when misused.

Here are a few standard pointers for incorporating visuals on your slides:

- don't place blocks of small text on a single slide;
- use a **minimalistic background** instead of a busy one;
- ensure **text stands** out against the background color;
- only use **high-resolution pictures**;
- maintain a **consistent font style and size** throughout the presentation;
- don't overuse transitions and effects.

5. Try the 10-20-30 rule*

If you are going to give a presentation on a meeting / conference (not on a lecture), use this rule. Guy Kawasaki, a prominent venture capitalist and one of the original marketing specialists for Apple, said that the best slideshow presentations are less than 10 slides, last at most 20 minutes, and use a font size of 30 (this point is also useful for a lecture presentation). Following this strategy can help you condense your information, eliminate unnecessary ideas, and maintain your audience's focus more efficiently.

TEXT FEATURES OF PRESENTATION

Study the text below to identify the features underlined.

Crafting Vessels for the World's Oceans (title).

Introduction (heading).

Shipbuilding is the engineering and industrial process of designing and constructing ships and other floating vessels (sentence). *It has played a crucial role* (phrase) *in human civilization by enabling trade, exploration, defense, and transportation across seas and oceans.*

The history of shipbuilding dates back thousands of years, beginning with simple wooden boats made from reeds or logs. Ancient civilizations such as the Egyptians, Greeks, and Phoenicians developed advanced ship designs for trade and warfare. Over time, shipbuilding evolved with the use of iron, steel, and modern technologies, leading to stronger and faster vessels (paragraph).

Title gives the topic; sub-title shows which **aspect** of the topic is going to be discussed. Titles are usually shorter; sub-titles are longer.

Heading and titles are similar but they are distinct: **a title leads the entire text** and captures its content in one or two phrases; **a heading leads only a chapter or section** and captures only the content of that chapter or section.

Other common text features include:

Reference to sources using **citation**: *According to Tamura et al. (2009)*

e-mails: user.name@gmail.com (**@ – at; . – dot; _ – underscore**)

Абревіатура:

Acronyms are made up of the initial letters of a name or phrase (e.g. AIDS = Acquired Immune Deficiency Syndrome). They are **pronounced as words**.

Other abbreviations are read as **sets of individual letters**. They include names of **countries, organisations and companies** (USA / BBC / IBM / JOU).

Деякі загальноживані абревіатури:

BA	Bachelor of Arts
BSc	Bachelor of Sciences
CV	curriculum vitae
HE	higher education (university study above 18)
HR	human resources
MA	Master of Arts
MSc	Master of Science
PG	Postgraduate
PhD	Doctor of Philosophy
UG	Undergraduate
anon.	anonymous (no author)
asap	as soon as possible
e.g.	for example
i.e.	that is
NB.	take careful note
p.a.	yearly (per annum)
re.	with reference to

PUNCTUATION

Capitals should be used in the following cases:

- (a) The first word in a sentence: To start with ...
- (b) Names of organisations: National University of Shipbuilding
- (c) Days and months: Saturday 10 December
- (d) Nationality words: China and the Chinese
- (e) Names of people/places: Dr Ivan Ivanenko from Mykolaiv
- (f) Book titles (main words only): Power and the State

Apostrophes (') are used in two situations:

- a) to show contractions: *He's the President of ...*
- b) with possessives: *The Dean's office (singular); Students' books (plural)*

Semi-colons (;) are used to show the link between two connected phrases, when a comma would be too weak and a full stop too strong.

56 students were interviewed for the first survey; 45 for the second.

Semi-colons are also used to divide up items in a list when they have a complex structure, as in a multiple citation:

(Maitland, 2006; Rosenor, 1997; New Scientist, 2006; University of Michigan, 2000).

Colons (:) are used to:

- (a) introduce explanations:

The experiment was terminated early: the initial results did not meet the required reliability standards.

- (b) start a list:

The project requires three things: time, effort, and teamwork.

- (c) introduce a quotation:

As Nelson Mandela said: "Education is the most powerful weapon."

Commas (,)

There is some flexibility in the use of commas. Some examples of necessary comma usage are:

Therefore, further research is required to confirm the findings.

Several factors, such as climate change, influence crop productivity.

The hypothesis was supported by the data, yet additional testing is needed to validate the results.

Full stop (.)

It is used at the end of a sentence.

Quotations marks (« »/« »)

Single quotation marks are used to:

- a) emphasise a word

The term 'sustainability' is often interpreted differently across disciplines.

- b) give quotations from other writers:

According to Smith (2019), 'policy implementation remains the most challenging phase of reform'.

- c) show direct speech:

'Please submit your assignments by Friday,' the supervisor advised.

Double (" ") quotation marks are used to show quotations inside quotations (nested quotations):

As Brown notes, 'the definition of "digital literacy" continues to evolve'.

In references, quotation marks are used for the names of articles and chapters, but book or journal titles normally use italics:

Clark, J. (2020) 'Innovation in higher education', *International Review of Education* 66, 45–62.

Hyphens (-) are used with certain words and structures:

long-term effects / evidence-based practice / part-time employment

Exclamation marks (!) and question marks (?)

*'What implications does this finding have for future research?' the author asks.
The results were unexpected!*

Brackets () can be used to give additional detail:

*The survey was conducted over a six-month period (January to June 2022).
The sample included undergraduate students (n = 250) from three universities.*

PREFIXES AND SUFFIXES

Understanding the meaning of prefixes and suffixes can help you work out the meaning of a word, and is particularly useful when you meet specialist new vocabulary.

How prefixes and suffixes work

Prefixes change or give the meaning.

Suffixes show the meaning or the word class (e.g. noun, verb).

'Unsustainable' is an example of a word containing a prefix and suffix. Words like this are much easier to understand if you know how prefixes and suffixes affect word meaning.

Prefix	Meaning	STEM	Suffix	Word class / Meaning
<i>un-</i>	negative	<i>sustain</i>	<i>-able</i>	adjective/ability

The rate of growth was **unsustainable** (*i.e. could not be continued*).

Prefixes

- (a) **Negative prefixes:** **un-**, **in-**, **mis-** and **dis-** often give adjectives and verbs a negative meaning: unclear, incapable, mishear, disagree
- (b) **Other common prefixes of meaning:**

Prefix	Meaning	Example
<i>auto-</i>	self	autobiography, automatic
<i>co-</i>	together; jointly	cooperate, co-author
<i>ex-</i>	former	ex-president, ex-student
<i>ex-</i>	out of; from	export, exclude
<i>macro-</i>	large; broad	macroeconomics, macroscopic
<i>micro-</i>	small	microscope, microanalysis
<i>mis-</i>	wrong; badly	misunderstand, misinterpret
<i>multi-</i>	many	multinational, multicultural
<i>over-</i>	too much; excessive	overestimate, overheat
<i>post-</i>	after	postgraduate, postwar
<i>re-</i>	again; back	reconsider, rebuild

Prefix	Meaning	Example
sub-	under; below	submarine, subsection
under-	too little; insufficient	underestimate, underpaid
under-	beneath; below	underground, underline

Examples:

- Misunderstanding* often leads to arguments.
- The researcher examined the sample using a **microscope**, and the results were confirmed through detailed **microanalysis**.
- Scholars **frequently cooperate** across institutions and may **co-author** publications to enhance the quality of research.
- The **ex-president** addressed a group of **postgraduate** students on the challenges of leadership in a **post-crisis** era.
- Multinational** corporations often **export** goods globally, although certain regulations may **exclude** specific markets.
- The student **overestimated** his abilities and preparation level.
- Researchers sometimes **underestimate** the social impact of **multicultural** environments within a **multinational** organization.
- Following the conflict, governments were required to **reconsider** economic policies and **rebuild postwar** infrastructure.

Suffixes

- Word class suffixes** help the reader find the word class e.g. noun, verb or adjective.

Word class	Suffixes	Meaning	Examples
Nouns	-er, -or	a person doing a particular action	<i>reader</i> (someone who reads) <i>teacher</i> (someone who teaches)
	-ee	a person who is the subject	<i>employee</i> (someone employed) <i>trainee</i> (someone to be trained)
	-ism -ist	belief systems and their supporters	<i>socialism</i> <i>socialist</i>
	-ness	converts an adjective into a noun	<i>sad</i> → <i>sadness</i>
	-ion	changes a verb to a noun	<i>convert</i> → <i>conversion</i>
	-ment	changes a verb to a noun	<i>govern</i> → <i>government</i>
Adjectives	-ive	changes a noun into an adjective	<i>effective, constructive</i>
	-al		<i>commercial, agricultural</i>
	-ious		<i>precious, serious</i>
	-ic		<i>historic</i>
Verbs	-ise (брит./амер.) -ize (амер.)	form verbs from adjectives	<i>private</i> → <i>privatise</i>
Adverbs	-ly	most (but not all) adverbs have this suffix	<i>significant</i> → <i>significantly</i>

- Meaning suffixes** contribute to the meaning of the word:
-able has the meaning of 'ability': *changeable* weather (the weather which is able to change);

-wards means ‘in the direction of’: *the ship sailed northwards* (in the direction of north);
-ful after an adjective has a positive effect: *hopeful news* (full of hope);
-less after an adjective has a negative effect: *careless behaviour* (without care).

THE PASSIVE VOICE

In technical English, the **passive voice** is used very frequently. Unlike general English, technical English focuses on **processes, results, and facts**, not on who performed the action. The passive voice helps writers sound **objective, formal, and precise**, which is why it is common in manuals, reports, scientific papers, and instructions.

Before understanding why the passive voice is important, it helps to compare it with the Active Voice.

The Active Voice: *The technician **calibrated** the instrument.*

The Passive voice: *The instrument **was calibrated** (by the technician).*

In technical English, the passive version is often preferred because the **instrument** (the important element) comes first.

The Passive Voice is used in the following cases:

(a) **Focus on the process or result**

Technical texts often describe **what happens**, not **who does it**.

*The data **were analyzed** using statistical software.*

The focus is on the **analysis**, not the person performing it.

(b) **Objectivity and neutral tone**

The passive voice removes personal involvement, making the text sound **more objective**.

*Errors **were detected** during testing.*

This sounds more neutral than: *We detected errors during testing.*

(c) **When the agent is unknown or unimportant**

Sometimes the person or system performing the action is unknown or irrelevant.

*The device **was damaged** during transportation.*

Who damaged it does not matter for the technical description.

Forming the Passive Voice

The Passive Voice is formed using: **subject + be + V3 +...**

to be in different tenses:

Present Simple – **am/is/are**;

Present Continuous – **am/is/are + being**;

Past Simple – **was/were**;

Past Continuous – **was/were + being**;

Present Perfect – **have/has + been**;

Past Perfect – **had + been**;

Future Simple – **will be**.

Tense	Active	Passive
Present Simple	<i>Engineers test the system. – Інженери перевіряють систему (завжди).</i>	<i>The system is tested. – Система перевіряється.</i>
Present Continuous	<i>Engineers are testing the system now. – Інженери перевіряють систему зараз.</i>	<i>The system is being tested now. – Система перевіряється зараз.</i>
Past Simple	<i>Engineers tested the system yesterday. – Інженери перевірили систему вчора.</i>	<i>The system was tested yesterday. – Систему було перевірено вчора.</i>
Past Continuous	<i>Engineers were testing the system from 2 to 4 p.m. yesterday. – Інженери перевіряли систему вчора з 2 до 4 години.</i>	<i>The system was being tested from 2 to 4 p.m. yesterday. – Систему перевіряли вчора з 2 до 4 години.</i>
Present Perfect	<i>Engineers have already tested the system. – Інженери вже перевірили систему.</i>	<i>The system has already been tested. – Систему вже перевірили.</i>
Future Simple	<i>Engineers will test the system. – Інженери перевірятимуть систему.</i>	<i>The system will be tested. – Систему будуть перевірять.</i>

In technical English, the agent is often omitted.

*The results **were recorded** in the database.*

Adding by the system is unnecessary unless clarification is needed.

Common Uses in Technical Texts

(a) Instructions and Procedures

Passive voice is often used in step-by-step instructions.

*The cable **is connected** to the power supply.*

*The system **is restarted** after installation.*

(b) Reports and Research Papers

Scientific and technical reports commonly use the passive voice.

*The experiment **was conducted** under controlled conditions.*

(c) Specifications and Descriptions

Technical descriptions emphasize features and functions.

*The processor **is designed** for high-performance applications.*

When to Avoid the Passive Voice

Although common, the Passive Voice should not be overused.

Avoid it when:

- Clarity is reduced
- Responsibility must be clear
- Instructions require direct action

Overusing passive constructions can make text difficult to read. A balance between active and passive voice is best.

ACADEMIC VOCABULARY

Unlike everyday conversations, lecturers should use academic vocabulary – words and phrases that express complex ideas, explain relationships, and present arguments formally. Understanding and using this vocabulary helps students follow lectures, take effective notes, and participate confidently in academic discussions.

Academic vocabulary consists of words and phrases that are commonly used in higher education across many subjects. These words are often more **formal**, **precise**, and **abstract** than everyday language.

Compare:

Everyday language: *This idea is important because it affects many things.*

Academic language: *This concept is significant because it influences multiple variables.*

Academic vocabulary is used to:

- Explain theories and concepts clearly
- Show relationships such as cause and effect
- Compare different viewpoints
- Present evidence and conclusions.

Academic vocabulary can be divided into two main types:

1. **General academic words** – used across disciplines: *analyze, significant, concept, factor, evaluate*
2. **Discipline-specific terms** – used mainly in one field:
Ocean Engineering: *hydrodynamics, wave loading*.
Robotics: *actuator, kinematics*.

These terms are commonly used in university lectures and technical discussions within their respective fields, and they often have precise meanings that are not used in other disciplines.

Lecturers may face a number of challenges in using academic vocabulary such as:

- Words have multiple meanings;
- Vocabulary is abstract;
- Lecturers must know a significant number of specific terms;
- Lecturers must speak quickly.

There are some helpful strategies to make using academic vocabulary by lecturers easier:

- Preview lecture topics in advance;
- Create a personal academic vocabulary list;
- Listen for repeated terms;
- Practice using new words in sentences.

Here is a list of common academic vocabulary.

Verb	Adjective	Noun
achieve – досягати	achievable – досяжний	achievement – досягнення
acquire – набувати	acquired – набутий	acquisition – придбання
analyse – аналізувати	analytical – аналітичний	analysis – аналіз

Verb	Adjective	Noun
create – створювати	creative – творчий	creation – утворення
define – визначати	definitive – означальний	definition – визначення
derive – виводити	derived – похідний	derivation – виведення
distribute – розподіляти	distributive – розподільний	distribution/ distributor – розподіл/дистриб'ютор
emphasise – підкреслювати	emphatic – рішучий	emphasis – акцент, наголос
evaluate – оцінювати	evaluative – оцінювальний	evaluation – оцінка
hypothesise – висувати гіпотезу	hypothetical – гіпотетичний	hypothesis – гіпотеза
indicate – вказувати	indicative – орієнтовний	indication/ indicator – показання/показник
interpret – інтерпретувати	interpretative – пояснювальний	interpretation – інтерпретація
invest – інвестувати	invested – інвестований	investment – інвестиція
predict – передбачати	predictive – прогностичний	prediction – передбачення
rely on – покладатися на	reliable – надійний	reliability – надійність
respond – відповідати	responsive – чуйний	response – реакція
signify – означати	significant – значущий	significance – значущість
synthesise – синтезувати	synthetic – синтетичний	synthesis – синтез
vary – змінюватися	variable – змінний	variation/variability – варіація/мінливість

Verbs

Other verbs to be used on lectures:

accept – приймати	establish – встановлювати, засновувати
accomplish – виконувати, досягати	estimate – оцінювати, підраховувати
account for – пояснювати, враховувати	evaluate – оцінювати
achieve – досягати	focus on – зосереджуватися на
to adapt – адаптувати(ся)	generate – генерувати, створювати
adjust – налаштовувати, коригувати	hold – утримувати, проводити
affect – впливати	identify – визначати, ідентифікувати
apply – застосовувати	imply – передбачати, означати
arrange – організовувати, впорядковувати	include – включати
arise – виникати	increase – збільшувати(ся)
assess – оцінювати	indicate – вказувати, свідчити
assume – припускати	infer – робити висновок
avoid – уникати	investigate – досліджувати
clarify – уточнювати, прояснювати	involve – залучати, включати
coincide – збігатися	maintain – підтримувати, зберігати
compare – порівнювати	neglect – нехтувати
complete – завершувати	observe – спостерігати, дотримуватися
concern – стосуватися	obtain – отримувати

conclude – робити висновок	occur – відбуватися, траплятися
conduct – проводити (дослідження, експеримент)	omit – пропускати
consider – розглядати, враховувати	perform – виконувати
correspond – відповідати	precede – передувати
deduce – робити висновок, виводити	proceed – продовжувати, просуватися
define – визначати	produce – виробляти, створювати
demonstrate – демонструвати, показувати	prove – доводити
determine – визначати, встановлювати	provide – надавати, забезпечувати
derive from – походити від, випливати з	reduce – зменшувати
emerge – з’являтися, виникати	relate to – стосуватися
emphasize – підкреслювати	supplement – доповнювати
ensure – забезпечувати	yield – давати результат, приносити

Academic adjectives

The following adjectives are best understood and learnt as opposites::

absolute – абсолютний	relative – відносний
abstract – абстрактний	concrete – конкретний
logical – логічний	illogical – нелогічний
metaphorical – метафоричний	literal – буквальний
precise – точний	approximate, rough – приблизний, орієнтовний
rational – раціональний	irrational – ірраціональний
relevant – релевантний, доречний	irrelevant – нерелевантний, недоречний
subjective – суб’єктивний	objective – об’єктивний
theoretical – теоретичний	practical, empirical, pragmatic – практичний, емпіричний, прагматичний

Confusing pairs

There are some confusing pairs of words, which have similar but distinct spellings and meanings:

- **affect (дієслово) – впливати / effect (іменник) – ефект**
*The drought **affected** the wheat harvest in Australia.*
*An immediate **effect** of the price rise was a fall in demand.*
- **concept (noun) – поняття (загальна ідея або принцип) / conception (noun) – зачаття; концепція (більш особистий або детальний погляд на ідею)**
*The **concept** of gravity helps explain why objects fall toward the Earth.*
*The **conception** stage is crucial for the health and development of the baby.*
*The artist’s **conception** of the future city was dark and dramatic.*
- **accept (verb) – приймати / except (prep) – за винятком**
*It is difficult to **accept** their findings.*
*The report is finished **except** for the conclusion.*
- **compliment (noun/ verb) – комплімент; робити комплімент / complement (verb) – доповнювати**

*Her colleagues **complimented** her on her presentation.*

*His latest book **complements** his previous research on African politics.*

- **economic (adj)** – економічний / **economical (adj)** – економний

*Inflation was one **economic** result of the war.*

*Sharing a car to work was an **economical** move.*

- **its (pronoun)** – його, її / **it's = it is (pronoun + verb)**

*The car's advanced design was **its** most distinct feature.*

***It's** widely agreed that carbon emissions are rising.*

- **lose (verb)** – втратити / **loose (adj)** – вільний, широкий

*No general ever plans to **lose** a battle.*

*He stressed the **loose** connection between religion and psychology.*

- **principal (adj/noun)** – головний / **principle (noun)** – принцип

*Zurich is the **principal** city of Switzerland.*

*All economists recognise the **principle** of supply and demand.*

- **rise (verb)** – підніматися / **raise (verb)** – підвищити

*The population of Sydney **rose** by 35% in the century.*

*The university **raised** its fees by 10% last year.*

- **site (noun)** – місце / **sight (noun)** – зір; видовище

*The **site** of the battle is now covered by an airport.*

*His **sight** began to weaken when he was in his eighties*

- **tend to (verb)** – мати тенденцію / **trend (noun)** – тенденція

*Young children **tend to** enjoy making a noise.*

*In many countries there is **a trend** towards smaller families.*

SECTION 2. IN THE CLASSROOM

DEALING WITH AUDIENCE

How to give a good lecture that captivates any audience

If you've ever heard someone give a powerful presentation, you probably remember how it made you feel. Much like a composer, a good speaker knows precisely when each note should strike to captivate their audience's attention and leave them with a lasting impression.

Here are some valuable tips for keeping your audience invested during your talk:

1. Tell stories

Sharing an anecdote or a short story from your life can improve your credibility and increase your relatability. And when an audience relates to you, they're more likely to feel connected to who you are as a person and encouraged to give you their full attention, as they would want others to do the same.

If you feel uncomfortable sharing personal stories, you can use examples from famous individuals or create a fictional account to demonstrate your ideas.

2. Make eye contact with the audience

Maintaining eye contact is less intimidating than it sounds. In fact, you don't have to look your audience members directly in their eyes – you can focus on their foreheads or noses if that's easier.

Try making eye contact with as many people as possible for 3–5 seconds each. This timing ensures you don't look away too quickly, making the audience member feel unimportant, or linger too long, making them feel uncomfortable.

If you're presenting to a large group, direct your focus to each part of the room to ensure no section of the audience feels ignored.

3. Work on your stage presence

Body language keeps your audience engaged. Use these tips to master a professional stage presence:

- Speak with open arms and avoid crossing them;
- Don't turn your back if not needed;
- Keep a reasonable pace and try not to stand still;
- Use hand gestures to highlight important information.

4. Start strong

The first seconds of your talk are critical for capturing your audience's attention. How you start your speech sets the tone for the rest of your lecture and tells your audience whether or not they should pay attention.

Here are some ways to start the lecture to leave a lasting impression:

- Use a quote from a well-known and likable influential person;
- Ask a rhetorical question to create intrigue;
- Start with an anecdote to add context to your talk;
- Spark your audience's curiosity by involving them in an interactive problem-solving puzzle or riddle.

5. Show your passion

Don't be afraid of being too enthusiastic. Everyone appreciates a speaker who's genuinely excited about their field of expertise. .

6. Practice

Practice doesn't make perfect – it makes progress. There's no way of preparing for unforeseen circumstances, but thorough practice means you've done everything you can to succeed.

Rehearse your speech in front of a mirror or to a trusted friend or family member. Take any feedback and use it as an opportunity to fine-tune your speech. .

7. Read the room

Knowing how to read the room is vital for keeping your audience happy. Stay flexible and be willing to move on from topics quickly if your listeners are uninterested or displeased with a particular part of your speech.

8. Don't read

Don't read from a sheet of paper. You need to make and maintain eye contact with your audience to be heard.

DEALING WITH CHINESE NAMES

On February 27, 2020, the Expert Council for the Study of China and Ukrainian–Chinese Relations at the Center for Foreign Policy Studies of the National Institute for Strategic Studies endorsed the report of the Institute of Oriental Studies on the modern system of transcription of Chinese proper names.

Basic Principles of the Transcription System

Chinese personal names are written separately, in an invariable order – **surname first, given name second**:

Li Dazhao: Li – surname, Dazhao – given name;

Wang Li: Wang – surname, Li – given name.

Chinese names and multi-syllabic terms in transcription are written according to syllable division in the Chinese language: “*Renmin ribao*,” “*Shangwu yinshuguan*.”

To separate syllables in positions that allow ambiguous segmentation, an apostrophe is used (in accordance with a similar rule in pinyin), for example: zhuan – «чжуа́нь», zhu'an – «чжу́'а́нь»; cuowu – «цоу́'у». The apostrophe is placed before a syllable that begins with a vowel.

**Table of rendering initials
in the Academic system of transcription
of Chinese words and proper names into Ukrainian**

A			
a – а	ai – ай	an – ань	ang – ан
ao – ао			

B			
ba – ба	bai – бай	ban – бань	bang – бан
bao – бао	bei – бей	ben – бень	beng – бен
bi – би	bian – бьянь	biao – бяо	bie – бе
bin – бинь	bing – бин	bo – бо	bu – бу
C			
ca – ца	cai – цай	can – цань	cang – цан
cao – цao	ce – це	cei – цей	cen – цень
ceng – цен	ci – ци	cong – цун	cou – цоу
cu – цу	cuan – цуань	cui – цуй	cun – цунь
cuo – цо			
CH			
cha – ча	chai – чай	chan – чань	chang – чан
chao – чао	che – че	chen – чень	cheng – чен
chi – чи	chong – чун	chou – чоу	chu – чу
chua – чуа	chuai – чуай	chuan – чуань	chuang – чуан
chui – чуй	chun – чунь	chuo – чо	
D			
da – да	dai – дай	dan – дань	dang – дан
dao – дао	de – де	dei – дей	den – день
deng – ден	di – ди	dia – дя	dian – дьянь
diao – дяо	die – де	ding – дин	dou – дю
dong – дун	dou – доу	du – ду	duan – дуань
dui – дуй	dun – дунь	duo – до	
E			
e – е	ei – ей	en – ен	eng – ен
er/r – ер/р			
F			
fa – фа	fan – фань	fang – фан	fei – фей
fen – фень	feng – фен	fo – фо	
fou – фоу	fu – фу		
G			
ga – га (га)	gai – гай (гай)	gan – гань (гань)	gang – ган (ган)
gao – гао (гао)	ge – ге (ге)	gei – гей (гей)	gen – ген (ген)
geng – ген (ген)	gong – гун (гун)	gou – гоу (гоу)	gu – гу (гу)
gua – гуа (гуа)	guai – гуай (гуай)	guan – гуань (гуань)	guang – гуан (гуан)
gui – гуй (гуй)	gun – гунь (гунь)	guo – го (го)	
H			
ha – ха	hai – хай	han – хань	hang – хан
hao – хао	he – хе	hei – хей	hen – хень
heng – хен	hong – хун	hou – хоу	hu – ху
hua – хуа	huai – хуай	huan – хуань	huang – хуан
hui – хуей	hun – хунь	huo – хо	

J			
jī – цзі	jia – цзя	jiān – цзянь	jiang – цзян
jiao – цзяо	jiē – цзе	jīn – цзінь	jīng – цзін
jiong – цзюн	jiu – цзю	ju – цзюй	juan – цзюань
jue – цзюе	jūn – цзюнь		
K			
ka – ка	kai – кай	kan – кань	kang – кан
kao – као	ke – ке	ken – кень	keng – кен
kong – кун	kou – коу	ku – ку	kua – куа
kuai – куай	kuan – куань	kuang – куан	kui – куй
kun – кунь	kuo – ко		
L			
la – ла	lai – лай	lan – лань	lang – лан
lao – лао	le – ле	lei – лей	leng – лен
li – лі	lia – ля	lian – лянь	liang – лян
liao – ляо	lie – ле	lin – лінь	ling – лін
liu – лю	lo – ло	long – лун	lou – лоу
lu – лу	lǔ – люй	luan – луань	lǜe – люе
lun – лунь	luo – ло		
M			
ma – ма	mai – май	man – мань	mang – ман
mao – мао	me – ме	mei – мей	men – мень
meng – мен	mi – ми	mian – мянь	miao – мяо
mie – ме	min – минь	ming – мін	miu – мю
mo – мо	mou – моу	mu – му	
N			
na – на	nai – най	nan – нань	nang – нан
nao – нао	ne – не	nei – ней	nen – нень
neng – нен	ni – ни	nian – нянь	niang – нян
niao – няо	nie – не	nin – нінь	ning – нін
niu – ню	pong – нун	pou – ноу	nu – ну
nǚ – нюй	nuan – нуань	nǚe – нюе	nun – нунь
nuo – но			
O			
o – о	ou – оу		
P			
pa – па	pai – пай	pan – пань	pang – пан
pao – пао	pei – пей	pen – пень	peng – пен
pi – пі	pian – пянь	piao – пяо	pie – пе
pin – пінь	ping – пін	po – по	pou – поу
pu – пу			

Q			
qí – ці	qíа – ця	qíаn – цянь	qíаng – цян
qíао – цяо	qíе – це	qín – цінь	qíng – цін
qíong – цюон	qíu – цю	qu – цюй	quan – цюань
que – цюе	qun – цюнь		
R			
гáп – жань	гáng – жан	гáо – жао	гé – же
гép – жень	гéng – жен	гí – жи	гóng – жун
гou – жоу	гu – жу	гуáп – жуань	гuì – жуй
гun – жунь	гuo – жо		
S			
sа – са	sáí – сай	sán – сань	sáng – сан
sao – сао	sé – се	sén – сень	séng – сен
sí – си	sóng – сун	sou – соу	su – су
suan – суань	sui – суй	sun – сунь	suo – со
SH			
shа – ша	sháí – шай	shán – шань	sháng – шан
shao – шао	she – ше	shei – шей	shén – шень
shéng – шен	shì – ши	shou – шоу	shu – шу
shua – шуа	shuai – шуай	shuan – шуань	shuang – шуан
shui – шуй	shun – шунь	shuo – шо	
T			
ta – та	tai – тай	tán – тань	táng – тан
tao – тао	te – те	tei – те́й	ten – тень
téng – тен	tí – ти	tian – тянь	tiáng – тян
tiao – тяо	tie – те	ting – тин	tóng – тун
tou – тоу	tu – ту	tuan – туань	tui – туй
tun – тунь	tuo – то		
W			
wa – ва	wai – вай	wán – вань	wáng – ван
wei – вей	wén – вень	wéng – вен	wo – во
wu – у			
X			
xí – ci	xíа – ся	xíаn – сянь	xiáng – сян
xíао – сяо	xíе – се	xín – сінь	xíng – сін
xíong – сюон	xíu – сю	xu – сюй	xuan – сюань
xue – сюе	xun – сюнь		
Y			
ya – я	yán – янь	yáng – ян	yáo – яо
ye – е	yí – ї	yín – їнь	yíng – їн
yong – юн	you – ю	yu – юй	yuan – юань
ye – юе	yun – юнь		

Z			
za – цза	zai – цзай	zan – цзань	zang – цзан
zao – цзао	ze – цзе	zei – цзей	zen – цзень
zeng – цзен	zi – цзи	zong – цзун	zou – цзоу
zu – цзу	zuan – цзуань	zui – цзуй	zun – цзунь
zuo – цзо			
ZH			
zha – чжа	zhai – чжай	zhan – чжань	zhang – чжан
zhao – чжао	zhe – чже	zhei – чжей	zhen – чжень
zheng – чжен	zhi – чжи	zhong – чжун	zhou – чжоу
zhu – чжу	zhua – чжуа	zhuai – чжуай	zhuan – чжуань
zhuang – чжуан	zhui – чжуй	zhun – чжунь	zhuo – чжо

Наприклад:

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Jin Shengyi – Цзінь Шен'ї

STRUCTURE OF A LECTURE

Each lecture begins with an **opening (greeting and an introduction)**. In this part, you should introduce yourself (if needed), as well as present your topic and plan for the lecture. Then explain what the relevance of your topic is, determine the purpose of the lecture and move on to the **main part (main body)**. The **final part (conclusion / closing)** of the lecture consists of the results and conclusions. You should also answer questions if any. At the end, remember to thank for their attention.

INTRODUCTION

Opening is an important part of a lecture. It is the first impression of you and your speech. In the introduction of the lecture, you should give:

- the topic of the lecture;
- the aim or purpose of the lecture;
- any limitations you set;
- the outline or plan of the lecture;
- a definition of any unfamiliar term in the topic;
- some brief background to the topic and connection with the previous lecture;
- a provocative idea or question to interest the students.

In this part of the lecture, it is important to emphasize the structure of the lecture so that the students can better understand its topic.

There are quite a few established clichés that are used during a lecture. There are introductory phrases that are usually used at the beginning of a lecture, there are phrases that help to capture the students' attention, there are phrases for the final part and answers to questions.

At this stage, it is appropriate to use the following phrases:

Welcome

- *Ok, let's get started. Good morning, everyone and welcome to my lecture.*
- *Before I begin, I'd like to thank (name) for inviting me here today.*
- *It's good to see you here today.*
- *I'm very happy to be here today.*

Personal Introduction

- *Let me start by introducing myself. My name is...*
- *Just a few words about myself.*

Aim / Purpose – Meta

- *Today I'm going to talk about...*
- *The aim / purpose of this lecture is to...*

Introducing the Structure

- *Today's lecture will be divided into three main parts.*
- *I'd like to begin by outlining the structure of today's lecture.*
- *Let me start by giving you an overview of what we'll cover.*
- *This lecture is organized as follows.*

Sequencing points

- *First, we will look at...*
- *To begin with...*
- *Next, we will move on to...*
- *Then we will examine...*
- *After that, we will discuss...*
- *Finally, we will conclude with...*
- *To sum up, we'll cover X, Y, and Z.*
- *By the end of this lecture, you should understand...*
- *That's the basic roadmap for today's session.*

Getting attention

- *Let me ask you a question.*
- *Somebody once said...*
- *Did you know that...?*
- *Before I start, does anyone know...?*

Audience benefit

- *I hope this lecture will enable you to...*
- *By the end of this lecture, you will...*

MAIN BODY

In the main part of the lecture, it is important to keep the students' attention and skillfully move from one part to another, while maintaining consistency in statements.

Opening sentences

It can be difficult to start your speech, but the following pattern of the opening sentence will help you avoid hesitation and wasting time looking for right words.

The first few sentences should be general but not vague, to help the students focus on the topic. They often have the following pattern: **Time phrase + Topic + Development.**

Time phrase	Topic	Development
Currently,	the control of water resources	has emerged as potential cause of international friction.
Since 2008	electric vehicles	have become a serious commercial proposition.

It is important to avoid opening sentences that are over-general. Compare:

Nowadays there is a lot of competition among different providers of news. – Currently, newspapers are facing strong competition from rival news providers such as the internet and television.

In the main body of a lecture, it is a good idea to provide specific facts, examples, numbers, diagrams, tables, and statistics to support your arguments (these will be discussed later). For this, the following cliché phrases are used:

Signposts

- *Ok. Let's move on to.../ turn our attention to... / take a look at...*
- *Moving on to...*
- *This leads me to my next point, which is...*
- *Earlier I mentioned...*
- *Let's go back and look at...*
- *I'll come back to this in a moment.*
- *As mentioned earlier...*
- *This brings us to the next part of the lecture.*
- *So far, we've covered...*

Develop a topic

- *It might be useful to give a little background here.*
- *Let's examine this in little more detail.*
- *Let me explain with a specific example.*

Focus

- *To put it simply...*
- *As you are all aware / As you all know...*
- *So, for me the main issue here is...*
- *I think, there are three questions to focus on...*
- *It must be remembered that...*
- *I would like to stress / emphasize that...*

Refer to visuals

- *And in this part of the lecture, I'll be showing you some data/charts/tables...*
- *As you can see \ what is interesting on this slide...*
- *I'd like to highlight two things on this table / chart / diagram...*
- *I'd like to draw your attention to...*

Ask for contribution

- *Are there any questions so far?*
- *Does anyone have any comments?*
- *If you have any questions, please feel free to interrupt.*

Introducing a main point

- *Let's begin by looking at...*
- *I'd like to start with the main idea of...*

- *The first key concept we need to understand is...*
- *Let me introduce the next important point.*

Developing and explaining ideas

- *What this means is...*
- *In other words...*
- *To put it simply...*
- *Let me explain this in more detail.*
- *This can be understood as...*

Giving examples

- *For example...*
- *To illustrate this point...*
- *Let's consider an example.*
- *A good example of this is...*

Adding information

- *Another important point is...*
- *In addition to this...*
- *It's also worth noting that...*
- *We should also consider...*

Emphasizing key ideas

- *The key point here is...*
- *What's important to remember is...*
- *This is particularly significant because...*

Checking understanding

- *Does that make sense so far?*
- *Keep this idea in mind as we continue.*

CONCLUSIONS

At the end of a lecture, summarize briefly everything you talked about: the main idea, the thesis and important information. Share with the students your opinion about the lecture and let them know what you expect from them after it is over. After that, you can end your speech by thanking the students for their attention and moving on to questions and answers.

In conclusions of a lecture, you should give:

- a short review of the main points of the lecture;
- a statement showing how the aim of the lecture has been achieved;
- some suggestions for the following lecture;
- a quotation / phrase that appears to sum up your work;
- call for questions.

Signal the end

- *That brings me nearly to the end of the lecture*
- *To conclude, ...*
- *In conclusion, ...*
- *We're now coming to the end of the lecture.*
- *Let me wrap up by...*

Summarize and Conclude

- *Just to summarize the main points again...*
- *In conclusion...*
- *After all is said and done, I think we can conclude that...*
- *So, in conclusions, I hope that this talk has given you...*
- *Thank you for listening. I hope you found it interesting!*
- *Now, if you have any questions, I'll do my best to answer them.*

Deal with questions

- *That's a very good point / I'm glad you asked me that.*
- *So, if I understand you correctly, you're asking...*
- *That's an interesting question. What's your own opinion?*
- *Has anyone else experienced the same thing?*
- *I think that's outside the scope of this presentation, but I'm happy to discuss it*

with you afterwards.

- *Ok, I think there's time for one last question.*

Summarizing main points

- *To summarize, we've discussed...*
- *Let's briefly review the main points.*
- *So far, we've covered three key ideas.*
- *The main takeaway from today's lecture is...*

Emphasizing final message

- *The most important point to remember is...*
- *What I'd like you to take away from this lecture is...*
- *This highlights the significance of...*

Looking ahead

- *In the next lecture, we'll explore...*
- *Next time, we'll move on to...*
- *This will prepare you for...*

Closing the lecture

- *Thank you for your attention.*
- *That brings us to the end of today's lecture.*
- *I'll stop here and we can move on to questions.*
- *If you have any questions, feel free to ask.*

LINKING WORDS

In order to maintain continuity of argument, use the following:

- *Despite this*
- *All these claims*

In order to begin a new topic, you may use:

- *Turning to the issue of...*
- *Rates of infection must also be examined...*
- *... is another area for consideration*

Next parts can also be introduced with adverbs:

- *Traditionally, few examples were ...*
- *Finally, the performance of...*

Addition (adding ideas)

Firstly / Secondly / Finally – по-перше / по-друге / нарешті

Actually – насправді

Anyway – у будь-якому випадку

Long story short – Коротше кажучи

By the way – до речі

Basically – в основному; фактично

As well as – а також

Not only...but also – не тільки...але й

In addition – крім того

Moreover – більш того

Furthermore – до того ж

Result (showing a consequence)

So – тому, таким чином

Therefore – тому, отже

Thus – таким чином

Consequently – відповідно

As a result – в результаті

Hence – звідси

Accordingly – відповідно

Reason (showing cause)

Because – тому що

Because of – через

Since – оскільки

As – так як

For – бо

Due to – через, внаслідок

Owing to – через, завдяки

Opposition (showing contrast)

Yet – проте

However – однак

Although – хоча

Though – хоч

Whereas – тоді як

While – у той час як

On the other hand – з іншого боку

Nevertheless – незважаючи на це, тим не менш

Nonetheless – проте, тим не менш

Despite – незважаючи на

In spite of – незважаючи на

Example (giving examples)

For instance – наприклад

Such as – такий як

Like – як, подібно до

Namely – а саме

To illustrate – щоб показати

Time (showing time relationships)

While – поки, в той час як

As – коли, як

Before – до того як

After – після того як

Since – з тих пір як

Until / till – до того як

Once – як тільки

Whenever – кожного разу, коли

As soon as – якомога найшвидше, як тільки

By the time – до того часу як

Meanwhile – тим часом

Comparing

Similarly – так само

Likewise – аналогічно

In the same way – таким самим чином

Summarising

In conclusion – на завершення

To sum up – підсумовуючи

Overall – загалом

In summary – у підсумку

USEFUL PHRASES IN THE CLASSROOM

Good morning, everyone. – Доброго ранку усім!

Please take your seats. – Будь ласка, займіть свої місця.

Can you hear me clearly at the back? – Чи добре мене чути з останніх рядів?

Let me check who is present. – Дозвольте мені перевірити, хто присутній.

Let's get started. – Даваймо почнемо.

Let's get started with today's topic. – Даваймо почнемо сьогоднішню тему.

Let's begin where we left off. – Почнімо з того місця, де ми зупинилися.

We'll start with a short recap. – Почнемо з короткого повторення.

This topic builds on previous material. – Ця тема базується на попередньому матеріалі.

Please open your textbooks. – Будь ласка, відкрийте підручники.

Turn to page twenty. – Перегорніть на сторінку двадцять.

Let me briefly review what we covered last time. – Дозвольте коротко повторити те, що ми розглядали минулого разу.

Today we're going to focus on an important concept. – Сьогодні ми зосередимося на важливому понятті.

This will be on the exam. – Це буде на іспиті.

Pay attention to this part. – Зверніть увагу на цю частину.

I'll explain this step by step. – Я поясню це крок за кроком.

Does anyone have a question so far? – Чи є запитання на цьому етапі?

Feel free to interrupt if something isn't clear. – Якщо щось незрозуміло, зупиняйте мене і запитуйте.

Can anyone explain this in their own words? – Чи може хтось пояснити це своїми словами?

That's a good question. – Це гарне запитання.

Let me clarify that. – Дозвольте мені прояснити це.

Please don't hesitate to ask. – Будь ласка, не вагайтеся ставити запитання.

Who would like to answer? – Хто хотів би відповісти?

Yes, go ahead. – Так, прошу.

Could you speak a bit louder, please? – Чи не могли б ви говорити трохи голосніше?

Thank you for pointing that out. – Дякую, що звернули на це увагу.

Let's look at an example. – Даваймо розглянемо приклад.

I'll write this on the board. – Я запишу це на дошці.

Please, copy this down. – Будь ласка, запишіть це.

This concept often causes confusion. – Це поняття часто викликає плутанину.

Let's discuss your answers. – Даваймо обговоримо ваші відповіді.

That's a common mistake. – Це поширена помилка.

Please, stay focused. – Будь ласка, залишайтеся зосередженими.

Let's move on to the next slide. – Перейдемо до наступного слайда.

We're a bit short on time. – У нас обмаль часу.

I'll skip this part for now. – Поки що пропущу цю частину.

We'll come back to this later. – Ми повернемося до цього пізніше.

Please, stop talking in the back. – Будь ласка, припиніть розмовляти на задніх рядах.

Please, keep your phones away. – Будь ласка, відкладіть телефони.

That's an interesting perspective. – Це цікава точка зору.

Well done. – Молодець. / Молодці.

Good job! – Молодець. / Молодці.

This connects to what we learned earlier. – Це пов'язано з тим, що ми вивчали раніше.

Home assignments have been posted in our group chat. – Домашнє завдання опубліковано у нашому груповому чаті.

Let me know if you need help. – Повідомте мене, якщо вам потрібна допомога.

Please, submit your work on time. – Будь ласка, здавайте роботи вчасно.

Participation counts toward your grade. – Активність враховується у вашій оцінці.

Try to think critically about this topic. – Намагайтеся критично мислити щодо цієї теми.

This will help you in future courses. – Це допоможе вам у майбутніх курсах.

Keep practicing. – Продовжуйте практикуватися.

No way! – У жодному разі ні!

What do you mean? – Що ти маєш на увазі?

Any other ideas? – Чи є інші ідеї?

One more time, please! – Повторіть, будь ласка!

Repeat, please! – Повторіть, будь ласка!

Come again! – Повторіть, будь ласка!

I got it! – Зрозуміло.

I see. – Зрозуміло.

Take your time! – Не поспішай!

I gotta go. – Мені треба йти.

Tomorrow is my day off. – Завтра в мене вихідний.

Easy-peasy! – Це дуже легко!

Look at the diagram on the screen. – Подивіться на схему на екрані.

This is a key point to remember. – Це ключовий момент, який варто запам'ятати.

Let me give you some background. – Дозвольте надати трохи передісторії.

Please underline / highlight this sentence. – Будь ласка, підкресліть / виділіть це речення.

You'll need this for your assignment. – Це знадобиться вам для завдання.

Let's slow down for a moment. – Даваймо трохи сповільнімося.

Are you confused? – Ви розгубилися.

Let me rephrase that. – Дозвольте сказати це іншими словами.

This may seem difficult at first. – Спочатку це може здаватися складним.

It will make more sense later. – Пізніше це стане зрозумілішим.

Please, listen carefully. – Будь ласка, уважно слухайте.

Focus on the main idea. – Зосередьтеся на головній ідеї.

Ignore the details for now. – Поки що не зважайте на деталі.

Let's break this down. – Даваймо розберемо це по частинах.

Step one is the most important. – Перший крок є найважливішим.

Try to solve this on your own. – Спробуйте розв'язати це самостійно.

You have five minutes for this task. – У вас є п'ять хвилин на це завдання.

Let's compare your results. – Даваймо порівняємо ваші результати.

Who got a different answer? – У кого вийшла інша відповідь?

Let's analyze why. – Даваймо проаналізуємо чому.

Please, raise your hand. – Будь ласка, підніміть руку.

Let's hear from someone else. – Даваймо послухаємо когось іншого.

That's partially correct. – Це частково правильно.

You're on the right track. – Ви рухаєтеся в правильному напрямку.

Almost there. – Майже правильно.

Please keep your notes organized. – Будь ласка, впорядкуйте свої записи.

This slide summarizes the main points. – Цей слайд підсумовує основні моменти.

Don't worry about this formula yet. – Поки що не хвилюйтеся щодо цієї формули.
We'll practice this next class. – Ми попрацюємо з цим на наступному занятті.

This requires careful thinking. – Це потребує уважного мислення.

Please, respect your classmates. – Будь ласка, поважайте своїх одногрупників.

Let's keep the discussion on topic. – Давайте триматися теми.

This question often appears in tests. – Це запитання часто з'являється на тестах.

Make a note of this. – Занотуйте це.

You'll find this in your syllabus. – Ви знайдете це в навчальній програмі.

Let's recap the main ideas. – Давайте повторимо основні ідеї.

I expect everyone to participate. – Я очікую участі від кожного.

This part is optional. – Ця частина є необов'язковою.

You can skip this section. – Ви можете пропустити цей розділ.

Let me give you a hint. – Дозвольте дати вам підказку.

That's right. – Саме так.

Please submit your home assignments on Ding Talk. – Надсилайте свої домашні завдання у Ding Talk.

We'll review this in detail later. – Ми детально розглянемо це пізніше.

This example illustrates the idea. – Цей приклад ілюструє ідею.

Try to apply this rule. – Спробуйте застосувати це правило.

Learning takes time. – Навчання потребує часу.

Don't be afraid to make mistakes. – Не бійтеся робити помилки.

Mistakes help us learn. – Помилки допомагають нам вчитися.

You're making good progress. – Ви добре просуваєтеся.

Time is almost up. – Час майже вичерпано.

Please, finish your work. – Будь ласка, завершуйте свою роботу.

We'll stop here for today. – На сьогодні зупинимось тут.

Let's end on this note. – На цьому й завершимо.

We'll continue from here next time. – Наступного разу продовжимо звідси.

Any final questions before we finish? – Чи є останні запитання перед завершенням?

If not, let's wrap up. – Якщо ні, то будемо завершувати.

Thank you for your attention. – Дякую за увагу.

Great work today. – Чудова робота сьогодні.

I'll see you at the next lecture. – Побачимося на наступній лекції.

See you next time! – До зустрічі наступного разу.

Have a great day, everyone! – Гарного дня всім!

SECTION 3. DEALING WITH DIFFERENT FEATURES OF A LECTURE

DISCUSSION

Discussion requires an evaluation of both the benefits and disadvantages of the topic. The following vocabulary can be used:

+	-
benefit	drawback
advantage	disadvantage
a positive aspect	a negative feature
pro (informal)	con (informal)
plus (informal)	minus (informal)
one major advantage is ...	a serious drawback is ...

*One **drawback** to online learning is the pressure it places on students.*

*A significant **benefit** of studying abroad is the increased motivation to improve communication skills.*

Discussion can be organised in two ways: either by grouping the benefits in one paragraph and the disadvantages in another (**vertical**), or by examining the subject from different viewpoints (**horizontal**).

When discussing common ideas avoid personal phrases such as *in my opinion* or *personally, I think ...*

Use impersonal phrases instead such as:

It is generally accepted that	working from home saves commuting time ...
It is widely agreed that	email and the internet reduce reliance on an office ...
Most people appear	to need face-to-face contact with colleagues ...
It is probable that	more companies will encourage working from home...
The evidence suggests that	certain people are better at self-management...

These phrases suggest a minority viewpoint:

It can be argued that	home-working encourages time-wasting.
One view is that	home-workers become isolated.

When you are supporting your opinions with sources use phrases such as:

According to Emerson	few companies have developed clear policies ...
Polledna claims that	most employees benefit from flexible arrangements.

PROBLEMS AND SOLUTIONS

The following words can be used as synonyms for **problem and solution**.

Problem – проблема	Solution – рішення
Three main difficulties have arisen in automating shipyard welding: cost, safety, and precision.	The best remedy for this may be upgrading the welding robots with more precise sensors.
The main challenge faced by robotics engineers is programming robots to adapt to unpredictable tasks.	Two answers have been put forward to reduce shipyard accidents: better training or improved safety equipment.
One of the concerns during the economic slowdown was the delay in new ship orders.	Another suggestion is to implement predictive maintenance for all robotic systems.
The new assembly process created two questions : how to train workers and how to maintain quality.	Matheson's proposal for modular ship design was finally accepted by the engineering team.
The design team faced six issues while integrating sensors into autonomous vessels.	This was finally rectified by reprogramming the robot to follow the updated welding pattern.
Our principal dilemma / worry was choosing between more expensive robots or slower manual production.	

CAUSE AND EFFECT

Quite often you must choose to put the emphasis on either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.

Focus on causes		
With verbs		
The accident	caused created led to resulted in produced	a traffic jam.
With conjunctions		
Because of Due to Owing to As a result of	the accident	there was a traffic jam.
Focus on effects		
With verbs		
The traffic jam	was caused by was produced by resulted from (note use of passives)	the accident.
With conjunctions		
There was a traffic jam	due to because of as a result of	the accident.

Compare the following:

- because + verb:** *The match continued **because** the weather **improved**.*
- because of + noun:** ***Because of** the bad **weather**, the match was cancelled.*
- conjunction + verb:** ***Since** the weather **improved**, people went outside.*
- conjunction + noun:** ***Due to** the **storm**, flights were delayed.*

Conjunctions are commonly **used with specific situations**, while **verbs** tend to be used in **general cases**:

*Printing money commonly **leads to** inflation. (general)*

***Due to** July's hot weather demand for ice cream increased. (specific)*

DEFINITIONS

Basic definitions are formed by giving a category and the application:

Word	Category	Application
A syllabus	is a list of topics	to be covered in a course.
A schedule	is a plan of events	to be carried out at specific times.

Other types of definitions include:

Explanation of a process

***Photosynthesis** is a biological process in which plants convert sunlight, water, and carbon dioxide into energy and oxygen.*

A variety of relevant situations

*The definition of **cyberbullying** ranges from repeated online harassment to spreading harmful content or threatening messages via social media.*

Quotation of a definition from another writer

*Smith argued that **leadership** is "the ability to influence and guide individuals or groups toward achieving common goals." – Сміт стверджував, що **лідерство** – це «здатність впливати на окремих осіб або групи та спрямовувати їх до досягнення спільних цілей».*

GENERALISATIONS

Generalisations are used to give a simple picture of a topic. Compare:

Young people spend a lot of time on social media

and

On average, people aged 13-18 spend about three hours per day on social media platforms.

Although the second sentence is more accurate, the first is easier to understand and remember. You must decide when accuracy is necessary, and when a generalisation will be acceptable.

Generalisations can be made in two ways:

- 1) Most commonly using **the plural**:

Smartphones have changed the way people communicate.

Electric cars are reshaping modern transport.

2) Using **the singular + definite article** (more formal)::

The smartphone has changed the way people communicate.

The electric car is reshaping modern transport.

Avoid absolute phrases in generalisations such as:

Teenagers learn new technology quickly.

Older people find social media difficult.

Such statements are dangerous because there may well be exceptions. Instead, it is better to use cautious phrases such as::

*Teenagers **often** learn new technology quickly.*

*Older people **may** find social media difficult.*

EXAMPLES

Generalisations are commonly used to introduce a topic.

Many aspects of shipbuilding are being affected by stricter environmental regulations.

But if the students are given an example for illustration the idea becomes more concrete:

*Many aspects of shipbuilding are being affected by stricter environmental regulations. **For example, shipyards are increasingly required to use low-emission materials and cleaner production processes.***

Phrases to introduce examples:

for instance, for example (with commas)

*Some shipyards, **for instance** those in South Korea, specialise in the construction of LNG carriers*

*Several robotics companies, **for example** Boston Dynamics, focus on advanced autonomous systems.*

such as, e.g. (example given)

*Many modern ships use alternative fuels **such as** LNG to reduce emissions.*

*Industrial robots, **e.g.** articulated arms, are widely used in car manufacturing.*

particularly, especially (to give a focus)

*Automation is important in shipbuilding, **especially** in welding and cutting processes. –*

*Robotics plays a key role in manufacturing, **particularly** in high-precision assembly.*

a case in point (for single examples)

*Several ship designs have improved fuel efficiency. **A case in point** is the use of bulbous bows.*

*Robotics has transformed warehouse operations. **A case in point** is the use of autonomous mobile robots.*

Restatement

Another small group of phrases is used when there is **only one ‘example’**. This is a kind of restatement to clarify the meaning:

in other words

*Modern shipbuilding relies heavily on automation; **in other words**, many traditional manual tasks are now performed by machines.*

namely

*The shipyard focuses on three main vessel types, **namely** container ships, tankers, and bulk carriers.*

that is (to say)

*The robot is designed to operate in hazardous environments, **that is** to say, areas where human safety would be at risk.*

i.e.

*The vessel uses alternative fuels, **i.e.** fuels that produce lower emissions than conventional marine diesel.*

viz (very formal)

*The project addresses two key objectives, **viz** improved energy efficiency and reduced environmental impact in ship construction.*

COMPARISONS

There are two basic comparative forms:

*Canada is **larger** than Mexico.*

*She felt **happier** after the holidays.*

(**-er** is added to one-syllable adjectives and two-syllable adjectives ending in **-y**, which changes into an **i**)

*Learning physics is **more difficult** than learning biology.*

(**more** ... is used with other adjectives of two or more syllables)

These comparisons can be modified by the use of adverbs such as **slightly, considerably, significantly, substantially.**

*Canada is **substantially** larger than Italy.*

*This item is **slightly smaller** than that one.*

*Winters in Canada are **significantly colder** than in Spain.*

Similarity can be noted by the use of **as ... as** or **the same as**.

*My answer is **the same as** yours.*

*This year is **as wet as last year**.*

This form can be used for quantitative comparison::

*This room is **half as large as** the main hall. (also **twice as large as, ten times as fast as**)*

Note that **high / low** are used for comparing abstract ideas (e.g. rates):

*Interest rates were **higher** last year.*

more / less must be used with **than + comparison**:

*This test is more difficult **than** the previous one.*

*Cycling is less common **than** driving in this city.*

Using superlatives (e.g. the largest/ smallest)

When using superlatives take care to **define the group**, e.g. 'the cheapest car' has no meaning:

*The **cheapest** phone in the shop.*

The fastest train in Europe.

the most / the least are followed by an adjective:

The most interesting example is Ireland.

the most/ the fewest are used in relation to numbers:

The fewest students studied biogenetics (i.e. the lowest number).

NUMBERS

Figures and **numbers** are both used to talk about statistical data in a general sense:

These figures / numbers need to be read critically.

But **number** is used more widely:

Each robot in the factory has a unique serial number.

Digits are individual numbers. There are 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

4,539 – a four-digit number.

Both **fractions** (1/2) and **decimals** (0.975) may be used.

Fractions: $\frac{1}{2}$ – one half

$\frac{2}{3}$ – two thirds

$\frac{3}{5}$ – three fifths

Decimals: 0.57 – zero point fifty-seven (zero point five seven)

20.1 – twenty point one

There is no final 's' on **hundred/ thousand/ million** used with whole numbers:

Six million people live there.

but: *Thousands of people were forced to move from the area.*

When writing about **currencies** write \$440 m. (440 million dollars).

Rates are normally expressed as percentages (e.g. *the literacy rate rose to 75%*) but may also be per thousand (e.g. *the Austrian birth rate is 8.7*).

It is normal to write whole numbers as words from one to ten and as digits above ten:

Five people normally work in the cafe, but at peak times this can rise to 14.

Percentages

These are commonly used for expressing degrees of change:

Since 2000 the number of robots globally has risen by 3,500 per cent.

Simplification

Although the accurate use of numbers is vital, too many statistics can make the information difficult to get. If the actual number is not important, words such as various, dozens or scores may be used instead:

42 sensors are installed on the robot to improve its accuracy and safety.

Dozens of sensors are installed on the robot to improve its accuracy and safety.

few	less than expected
a few	approximately 3-6 depending on context
several	approximately 3-4
various	approximately 4-6

dozens of	approximately 30-60
scores of	approximately 60-100

Few boats today are built entirely by hand, as automation has taken over most tasks.

A few robots in the shipyard are specially designed for painting the hull.

Several engineers worked together to install the ship's navigation system.

Various types of robots are used in shipbuilding, including welding and inspection robots.

Dozens of steel plates must be carefully assembled to form the hull of a large vessel

Scores of sensors on a single robot allow it to operate safely in complex environments.

Other numerical phrases

The expressions listed below can also be used to present and simplify statistical information. For example::

The number of industrial robots increased from 500,000 to 1,000,000 in five years.
could be written:

The number of industrial robots doubled in five years.

If appropriate, **roughly** / **approximately** can be added:

*The number of industrial **robots roughly** doubled in five years.*

one in three	One in three robotics students chooses to specialise in artificial intelligence.
twice / three times as many	Twice as many engineers as technicians work in the shipyard.
fivefold / tenfold increase	There has been a fivefold increase in the use of autonomous robots in factories over the past decade.
to double / halve	The number of workplace accidents in shipyards halved after new safety protocols were introduced.
the highest / lowest	The lowest number of new ship orders was recorded in 2020.
a quarter / a fifth	A fifth of all shipyard workers leave within their first year of employment.
the majority / minority	The majority of robots in assembly lines operate continuously for 16 hours a day.
on average / the average	On average , each robot can weld 50 components per hour.
a small / large proportion	A large proportion of new ship designs incorporate energy-efficient technologies.

5-20 per cent = a tiny/small minority

21-39 per cent = a minority

40-49 per cent = a substantial/significant minority

51-55 per cent = a small majority

56-79 per cent = a majority

80 per cent + = a large majority

VISUAL INFORMATION

Students remember information better when they see it as well as hear it. Visuals grab attention and prevent the presentation from feeling boring or overwhelming. They

help emphasize important information so the students know what matters most. Visual aids can explain complex ideas faster and more clearly than words alone.

The main types of visuals are: a table, a line graph, a bar chart, a pie chart, a diagram, a picture. To introduce them, use the phrases:

- *The graph/chart/table shows/describes ...*
- *The pie chart is about ...*
- *The bar chart deals with ...*
- *The line graph (clearly) shows ...*
- *The slices of the pie chart compare the ...*

Tables are used to display data organized into columns and rows based on a specific characteristic. Each column and line has a label or title. For example:

Table 1. Average life expectancy

Country	Average life expectancy (in years)
Japan	81.6
France	79.0
United States	77.1
South Korea	75.5
Ghana	57.9
South Africa	47.7
Kenya	44.6
Zimbabwe	33.1

Line graphs are used to show changes in time. X axis usually shows periods of time, while Y axis displays the changes. For example:

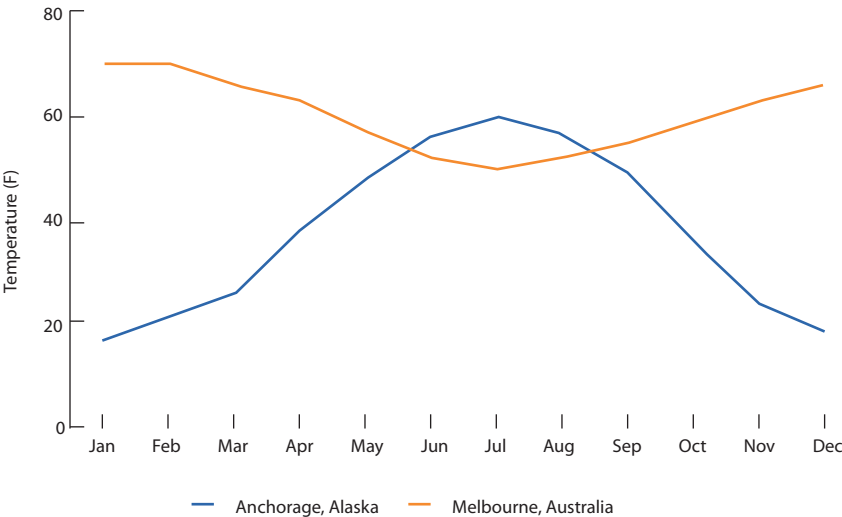


Fig. 1. Average Monthly Temperature

When describing line graphs, it is necessary to draw the attention of students to the X and Y axes and explain what they show, as well as to reveal the meaning of the unit segment. Line graphs describe changes, so in the report it is important to answer the question – what has changed and by how much? If the graph reflects an increase in indicators, then use the following: *increase, grow, rise, go up*; when the indicators decrease, the following words are used: *fall, decrease, decline, drop, go down*.

The language of change (past tenses in brackets)

Verb ↗	Verb ↘	Adverb	Adjective + noun
grow (grew)	drop (dropped)	slightly	a slight drop
rise (rose)	fall (fell)	gradually	a gradual fall
increase (increased)	decrease (decreased)	steadily	a sharp decrease
climb (climbed)	decline (declined)	sharply	a steady decline
also: a peak, to peak, a plateau, to level off, a trough			

To emphasize the nature of the changes and add an emotional background to the presentation, use the following adverbs: *dramatically, significantly, considerably, rapidly, substantially, steadily, sharply, markedly, greatly, slightly, proportionally, strongly, slowly, gradually, enormously, quickly, considerably*. For example:

*Average temperatures **rose steadily** until 2006 and then **dropped slightly**.
There was a **sharp decrease** in sales during the summer and then a **gradual rise**.*

To show how much the indicators in units of measurement have changed, the phrases are used: by X units, from X to Y, in percentages – by X per cent, in X times, by a factor of – X times, Xfold, where X, Y are numerical values. For example:

*The number of international students in Ukraine decreased by a factor of five. =
The number of international students in Ukraine decreased fivefold.
The number of schools does not change/remains stable.
Study the following example of a graph description.*

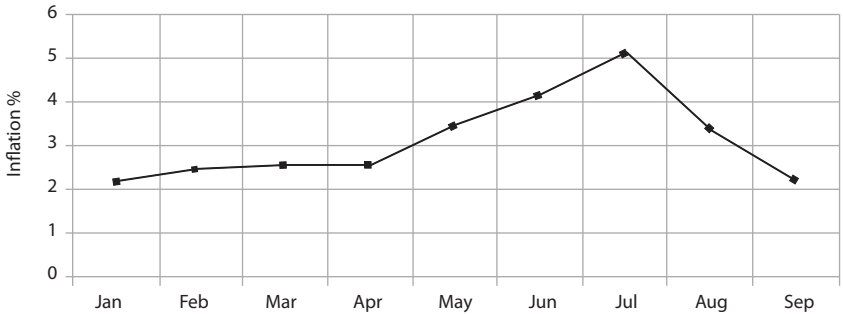


Fig. 2. Inflation Rate in Moldova in 2009

The graph shows that inflation increases slightly between January and February and then didn't change until April. It subsequently rose to July, when it peaked at just over 5 per cent. From July to September inflation dropped steeply.

A **bar chart** is used to compare different categories or groups of data clearly and easily. For example:

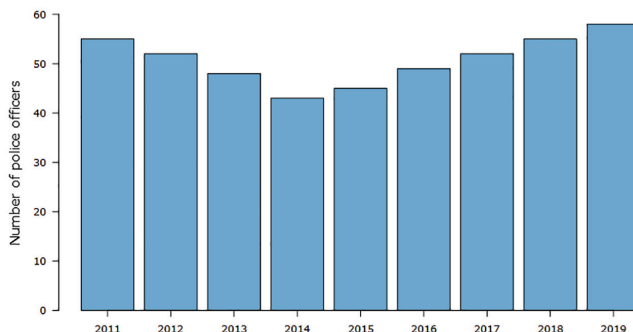


Fig. 3. Number of Police Officers in Crimeville, 2011 to 2019

When describing a bar chart, it is necessary to answer the questions – what similarities and differences exist between the indicators, how much they differ, and whether it is possible to combine some of them into one or more groups.

To compare data, degrees of comparison of adjectives are used: *big – bigger – the biggest, small – smaller – the smallest, little – less – the least, much/many – more – the most, high – higher – the highest, large – large – the largest, short – shorter – the shortest, long – longer – the longest, strong – stronger – the strongest, weak – weaker – the weakest, good – better – the best, bad – worse – the worst etc.* Also useful phrases when describing a bar chart are: *... has the largest (number of) ..., ... has the second largest (number of) ..., ... is twice as big as ..., ... is bigger than ..., more than ..., only one third..., less than half ...*

Pie charts show ratios that can be expressed as percentages or fractions. For this purpose, the following nouns are used: *percentage, fraction, proportion, amount, number, majority, minority*. Percentage is usually used with whole numerical indicators. To express a fractional ratio, use expressions such as, for example: *a small fraction, almost a half, just over a third, exactly a quarter, approximately three quarters, etc.* Examples of phrases that emphasize the superiority of one indicator over another one are: *a large proportion, a significant majority, a small number* (with countable nouns), *an insignificant amount* (with uncountable nouns), *a good proportion, a small minority*. Example:

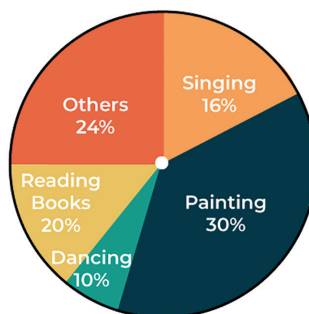


Fig. 4. Hobbies of JOU's Students

Study the following two examples of pie chart description. The first one (1) is good. It analyzes proportions and ratio of the components. The second one (2) only repeats the numbers which can be seen in the picture with no analysis. It's inappropriate.

(1) The chart shows the quantity of tea consumed by the world's leading tea consuming nations. India and China together consume more than half the world's tea production, with India alone consuming about one third. Other significant tea consumers are Turkey, the United States and Britain. 'Others' includes Iran, Indonesia and Egypt. (✓)

(2) The chart shows that 31 per cent of the world's tea is consumed by India, 23 per cent by China, and 8 per cent by Turkey. The fourth largest consumers are the United States, Japan and Britain, with 7 per cent each, while Pakistan consumes 5 per cent. Other countries account for the remaining 12 per cent. (✗)

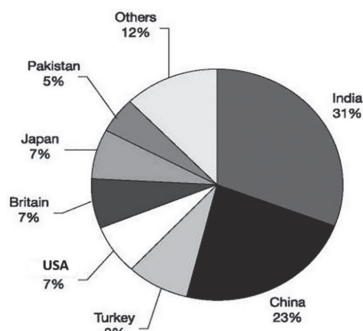


Fig. 5. World tea consumption

When describing graphs, charts, and tables, it is necessary to avoid repetition by using synonyms. For example, alternatives to the verb *show* are *display*, *demonstrate*, *illustrate*, *depict* (for figures), and *list* (for tables).

To compare data or emphasize the contrast between them, use conjunctions: *as ... as*, *not as ... as*, *not so ... as*, *whereas*, *but*, *while*, *although*. To make a comparison or emphasize the contrast between sentences, you need to use phrases: *However, ...*; *By contrast, ...*; *On the other hand, ...*; *In comparison, ...*

Concluding description of a graph, table or diagram, it is necessary to draw a conclusion:

- *So, we can say ...*
- *To sum up, the main trend of the graph (diagram) is to show ...*
- *So, as we can see ...*
- *So, to summarise the main points ...*

When referring to visual information in the presentation, the word 'figure' is used for almost everything (such as maps, charts and graphs) except tables. **Figures and tables should be numbered and given a title.** Titles of tables are written above, while titles of figures are written below the data. Also, sources must be given for all visual information.

CAUTION

A cautious style is necessary to avoid making statements that can be contradicted. Compare:

*In modern shipbuilding, the demand for skilled engineers **exceeds** the available supply.* – *In modern shipbuilding, the demand for skilled engineers **often exceeds** the available supply.*

***Trainees** find programming industrial robots difficult at first.* – ***Most trainees** find programming industrial robots difficult at first.*

*As factories get richer through automation, workplace accidents **fall**.* – *As factories get richer through automation, workplace accidents **tend to fall**.*

Areas where caution is particularly important include:

- outlining a hypothesis that needs to be tested
- discussing the results of a study, which may not be conclusive
- making predictions (normally with **may** or **might**)

Caution is also needed to avoid making statements that are too simplistic:

Crime is linked to poor education.

Such statements are rarely completely true. There is usually an exception that needs to be considered. Caution can be shown in several ways:

- *Industrial robots **frequently** rely on predefined motion paths to ensure repeatable performance.* (adverb)
- *Variations in hull geometry **may** influence hydrodynamic performance under certain operating conditions.* (modal verb)
- *Modular construction methods **tend to** reduce assembly time, but they may introduce alignment challenges.* (verb)

Modals	Adverbs	Verb/phrase
can may might could	commonly usually frequently generally	tend to as a rule most consider suggest hypothesise

Modifiers

Another way to express caution is to use quite, rather or fairly before an adjective.

*The feasibility study offers **a fairly accurate** summary of the vessel's structural performance during sea trials.*

*The maintenance facility was built in **a rather inconvenient** location, increasing tran-sit time for ship components.*

*The integration of adaptive control algorithms in autonomous systems represents **quite a significant** discovery for modern robotics.*

Quite is often used **before the article**. It is generally used **positively**, while **rather** tends to be used **negatively**.

REFERENCE WORDS

These are used to avoid repetition:

***Leonardo da Vinci** was a fifteenth-century Italian genius who produced only a handful of **finished works**. However, **they** include the **Mona Lisa** and the Last Supper; **the former** perhaps is the most famous painting in the world. Although **he** is remembered mainly as an artist, **he** also was an innovative engineer, scientist and anatomist.*

Here the reference words function as follows:

Leonardo da Vinci	finished works	Mona Lisa
he	they	the former

Examples of reference words and phrases:

Pronouns	he/ she/ it/ they
Possessive pronouns	his/ her/ hers/ its/their/theirs
Objective pronouns	her/ him/them
Demonstrative pronouns	this/ that/ these/ those
Other phrases	the former/ the latter/ the first/ the second/such a

the former/ the latter – перший (з вказаних) / другий, останній (з вказаних)

*In robotics, **vision-based navigation** and **force-based control** are often compared; **the former** relies primarily on sensor data processing, while **the latter** emphasizes physical interaction with the environment.*

FOR NOTES

Методичні рекомендації призначені для викладачів закладів вищої освіти, які здійснюють навчання іноземних студентів, зокрема китайських, англійською мовою. У матеріалах розглянуто особливості читання лекцій англійською мовою з урахуванням культурних, мовних та академічних відмінностей здобувачів освіти. Подано рекомендації щодо побудови лекцій, використання інтерактивних методів навчання, а також вживання англійських лексико-граматичних конструкцій у процесі навчання іноземних студентів англійською мовою. Методичні вказівки спрямовані на підвищення ефективності викладання, розвиток професійної педагогічної компетентності викладачів та забезпечення якості англомовної освіти для іноземних здобувачів вищої освіти. Методичні рекомендації призначені для викладачів вищих навчальних закладів, які читають лекції іноземним студентам, зокрема китайським, англійською мовою.

Навчальне видання

МІНЯЙЛОВА
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Методичні рекомендації для викладачів

Англійською мовою

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The methodological recommendations are intended for teachers of higher education institutions who teach foreign students, in particular Chinese students, in English. The materials discuss the specifics of lecturing in English, taking into account the cultural, linguistic and academic differences of students. Recommendations are provided on structuring lectures, using interactive teaching methods, and using English lexical and grammatical structures in the process of teaching foreign students in English. The methodological guidelines are aimed at improving the effectiveness of teaching, developing the professional pedagogical competence of teachers, and ensuring the quality of English-language education for foreign students.

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