

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

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МАГІСТЕРСЬКЕ НАВЧАННЯ ТА НАУКОВІ ДОСЛІДЖЕННЯ

Навчальний посібник

з розвитку комунікативних навичок та мовленнєвої компетентності
в умовах реальних ситуацій у професійному та академічному середовищі
для студентів-магістрів усіх спеціальностей
до практичних занять, самостійної та індивідуальної роботи в рамках дисципліни
«Іноземна мова за професійним спрямуванням»

MASTERS TRAINING AND RESEARCH

Textbook

for developing communicative skills and language competence in real-life professional
and academic situations for Master's students of all specialties
for practical classes, independent and individual work within the
"Foreign Language for Professional Purposes" course

Затверджено
редакційно-видавничою
радою університету,
протокол № 2 від 26.06.2025 р.

Харків
НТУ «ХПІ»
2025

УДК 81'27-047.22(075) + 378(075) + 001.891(075)

С 32

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С 32 Магістерське навчання та наукові дослідження : навчальний посібник для студентів-магістрів / Т. В. Сергєєва, Н. Б. Турлакова, Д. Є. Новицька. – Харків : НТУ «ХПІ», 2025. – 160 с.

ISBN 978-617-05-0568-2

Навчальний посібник спрямований на формування і розвиток навичок продуктивних видів мовленнєвої діяльності в межах наукового, кроскультурного і міждисциплінарного спілкування в професійному та академічному середовищі, що відповідає напрямку підготовки студентів-магістрів відповідно до міжнародних стандартів.

На основі виконання системи інтерактивних завдань забезпечується як когнітивний, так і особистісний розвиток студента в межах навчального процесу.

Призначено для студентів-магістрів усіх спеціальностей для аудиторного, дистанційного і онлайн-навчання з певною кількістю завдань для самостійної роботи.

The practice textbook is aimed at the formation and development of productive communicative activity's skills within the research, cross-cultural and interdisciplinary interaction in the professional and academic environment. It corresponds to the requirements of Master's students training in accordance with the international standards.

Based on the implementation of interactive tasks system, both cognitive and personal development is ensured within the training process.

It is designed for Master's students of all specialties for classroom, distance and online training with a certain number of the tasks for individual learning.

Бібліограф. 11 назв.

УДК 81'27-047.22(075) + 378(075) + 001.891(075)

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Новицька Д. Є., 2025

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ISBN 978-617-05-0568-2

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Вступ

Запропонований навчальний посібник «Masters Training and Research» («Магістерське навчання та наукові дослідження») розроблений у форматі кредитно-модульної системи і спрямований на розвиток комунікативних навичок та мовленнєвої компетентності студентів-магістрів всіх спеціальностей університету в умовах реальних ситуацій в професійному та академічному середовищі. Майбутні фахівці мають реальну потребу в вільному веденні комунікації в рамках фахової та науково-дослідницької діяльності, розумінні кроскультурного контексту та організації міждисциплінарного спілкування, оскільки це надає їм доступ до міжнародної професійної і науково-освітньої спільноти.

Навчальний посібник призначено як для аудиторного, так і для дистанційного онлайн навчання в межах дисципліни «Іноземна мова за професійним спрямуванням» з певною кількістю завдань для самостійної автоматизації навичок говоріння і письма. Він містить актуальний сучасний матеріал і відповідає напряму підготовки студентів-магістрів відповідно до міжнародних стандартів.

Інноваційність запропонованого посібника полягає в тому, що крім традиційної функції когнітивного розвитку в рамках навчальної діяльності (мовленнєвої та професійної компетентностей), він спрямований і на розвиток особистості студента, його соціальної компетентності, гіпотетичного, аналітичного і критичного мислення (навички обробки інформації, її узагальнення та використання для вирішення реальних проблем). Завдяки запропонованій методиці студенти-магістри можуть поглибити свої знання з комунікації в межах наукового, фахового, кроскультурного і міждисциплінарного спілкування паралельно з розвитком своїх особистісних якостей, мислення та м'яких навичок ("soft skills"). Реалізація такого підходу дозволяє вирішити ряд завдань організаційного, наукового, дидактичного та змістовного контенту.

Посібник складається з дидактичних інструкцій, рекомендацій, зразків виконання певних завдань, 16 тематичних юнітів та словника. Інформаційні ресурси кожної тематичної секції наведені в оригінальному вигляді з урахуванням принципу методичної доцільності. Розвиток когнітивної та мовленнєвої компетенцій в умовах реальних ситуацій з професійного та академічного життя відбувається з опорою на попередній досвід та знання студента і здійснюється в межах ситуативного контексту.

Оскільки скласти повний перелік академічних та професійних ситуацій неможливо, автори посібника взяли найбільш типові: участь в науково-дослідницькій роботі, міжнародних дослідницьких проєктах і програмах мобільності, робота в командах, міжнародні стажування, спілкування з колегами, виконання проєкту, написання есе, рефератів, статей, виступ з презентаціями на конференціях та ін.

Орієнтація на реформування української освіти в рамках сучасних європейських тенденцій, яка поставила вимогу переструктурування навчальних програм відповідно до компетентнісного підходу, сприяла тому, що посібник має чітку структуру, яка відповідає вимогам такої організації:

1. Орієнтація на розвиток мовленнєвої компетентності студентів обумовила інтегрований підхід, що забезпечує в масштабі одного посібника на основі системи інтерактивних завдань

розвиток усіх видів мовної діяльності (читання: переглядове, пошукове і вивчаюче; говоріння: монологічне й діалогічне мовлення; аудіювання й письмо, а також усіх аспектів мови);

2. Ефективність процесу навчання забезпечується опорою на результати багаторічних наукових досліджень, експериментально перевірених в реальних умовах навчання у вишах, відображених у монографіях, статтях, програмах AI, MT, NLP, що набули міжнародне визнання. Система завдань враховує психологічні закономірності роботи людської пам'яті (мимовільної) і мислення. Граматична компетентність формується на основі психологічних механізмів породження і сприйняття мовних висловлювань. Комплексний розвиток студентів здійснюється на основі психологічних закономірностей саморозвитку;
3. Всі завдання мають проблемний характер і орієнтовані на розвиток навичок, які необхідні в реальних ситуаціях життєдіяльності. Універсально сформульовані завдання при виконанні вимагають індивідуального підходу, оскільки звернені до досвіду кожного конкретного студента, тобто завдання є студентоорієнтованими. Запропонована методика дозволяє встановити розходження між існуючим і необхідним рівнями розвитку й тим самим визначити зону індивідуального розвитку кожного студента;
4. Посібник може бути використано як у режимі аудиторної, так і самостійної роботи. Для забезпечення ефективності останньої запропоновані: дидактичні вказівки із чітким описом алгоритмів дій, необхідних при виконанні завдань; методика самооцінки у техніці розрахунку ефективності рішення завдань (швидкості, повноти, точності); глосарії; слова й вирази, необхідні для оформлення гіпотез, анотацій; рефератів, критичних оглядів і т.п.
5. Орієнтація на розвиток професійної компетентності студентів на рівні світових досягнень визначила зміст текстів, які відбивають сучасні передові технології в досліджуваній області;
6. Орієнтація на розвиток мислення студентів обумовила зміст проблемних завдань, побудованих таким чином, що регулярне виконання їх сприяє автоматизації навички обробки інформації, її узагальнення й використання для вирішення реальних проблем;
7. Орієнтація на розвиток соціальної компетентності крім осмислення кроскультурних відмінностей, що веде до усвідомлення власної ідентичності, вимагає розвиток навичок комунікації в режимі діалогу і командної роботи з відповідним лінгвістичним забезпеченням усього процесу взаємодії.

Все це є ключовими складовими сучасної вищої освіти.

ДИДАКТИЧНІ ІНСТРУКЦІЇ (DIDACTIC INSTRUCTIONS)

Запропонований навчальний посібник розроблено для розвитку у студентів-магістрів технічних вишів мовленнєвої компетенції та актуальних комунікативних навичок, які необхідні в реальному професійному та академічному середовищі. Розвиток навичок здійснюються автономно. Текстова частина тематичних юнітів має стандартний розмір (близько 5 тис. друкованих знаків) і допомагає ввести у контекст, представити матеріал для комунікації, збагатити лексичний запас, розвинути актуальні навички і вміння спілкування. Завдання тематичних юнітів універсальні і охоплюють усі види комунікативної діяльності в межах професії і науково-дослідницької діяльності:

1. Introduction (вступна частина): завдання на початку тематичного юніту направлені на *створення пізнавальної мотивації, самооцінку ерудиції у даній області знань, розвиток гіпотетичного наукового мислення*. Вони дозволяють ввести в контекст тематичного юніту і дати стратегічне орієнтування у запропонованому інформаційному ресурсі. Завдання мають різний ступінь складності, позначений знаком (*).

Завдання 1.1***

«Прочитайте назву тематичного юніту і запропонуйте гіпотезу стосовно того, про що буде йти мова. Зафіксуйте свою гіпотезу письмово».

Завдання дозволяє створити «стратегічне орієнтування» в інформаційному ресурсі, що позитивно впливає на його запам'ятовування і сприяє розвитку гіпотетичного мислення.

Завдання 1.2***

«Що вам відомо стосовно цієї проблеми? Складіть перелік своїх ідей у лівій колонці запропонованої таблиці під заголовком – МЕНІ ВІДОМО».

Завдання сприяє усвідомленню розриву між знанням, що існує, і тим, що пропонується. Це стимулює створення мотивації ознайомлення з інформаційним ресурсом і потім дозволяє визначити ступінь його інформативності.

Завдання 1.3**

«Якщо ви знаєте відповіді на поставлені питання, зафіксуйте їх письмово у відведеному для цього місці після кожного питання».

Завдання дозволяє визначити власну ерудицію в запропонованій області знань і, як наслідок, міру інформативності текстового матеріалу. Запитання, що є, по суті, планом, створюють орієнтування в його змісті.

Завдання 1.4*

«Обведіть уведеному списку відомі вам слова і вирази; напишіть їх переклад в правій колонці таблиці і визначте відсоток своєї початкової лексичної компетентності».

Завдання дозволяє ввести лексичний мінімум, створити мотивацію освоєння нової лексики, здійснити самооцінку лексичної компетентності. Стратегічне орієнтування в лексиці створює сприятливі умови для її ефективного запам'ятовування.

2. Reading (читання) – це основна частина, яка складається з текстового ресурсу і словника. Для роботи над текстом розроблена система завдань, що спрямована на *розвиток навичок проглядового, пошукового і вивчаючого читання*, які необхідні для ефективного пошуку і обробки потрібної інформації.

Граматичні завдання мають яскраво виражену практичну спрямованість і, по суті, забезпечують умови автоматизації алгоритму смислової інтерпретації висловлювання. В них

моделюються реальні розумові операції, що використовуються людиною в процесі створення і сприйняття мовленнєвого висловлювання. Успішне оволодіння цим алгоритмом – гарантія високої ефективності комунікації.

Лексичні завдання дозволяють розвинути «лінгвістичну здогадку», тобто здатність збагачувати лексику за допомогою аналізу контексту. Тут також закріплюються навички роботи зі словником. *Завдання з реферування* сприяє розвитку здібності до узагальнення і, як наслідок, розвитку інтелекту в цілому. Оскільки навички письмового перекладу становлять значну частину роботи з іншомовними інформаційними ресурсами, ми вважаємо доцільним запропонувати завдання з *перекладу* найскладніших частин текстового матеріалу. Завдання мають різний ступінь складності, позначений знаком (*).

Завдання 2.1* Проглядове читання:**

«Швидко прогляньте текстовий матеріал і визначте, чи підтвердилася ваша гіпотеза? Порівняйте отриману інформацію зі своїми записами».

Завдання розвиває навички проглядового читання, які необхідні для стратегічного орієнтування в джерелі інформації при попередньому швидкому пошуку необхідних даних. Завдання також дає уявлення про рівень розвитку гіпотетичного мислення і веде до усвідомлення важливості аналізу смислових деталей інформаційного ресурсу.

Завдання 2.2 Пошукове читання:**

«Знайдіть в текстовому матеріалі відповіді на питання, на які ви не змогли відповісти до читання. Додайте пропущені відповіді в таблицю 1.3».

Завдання спрямоване на розвиток навичок пошукового читання, які необхідні в ситуаціях цільового пошуку потрібної інформації. Отримані результати також дозволяють визначити рівень власної ерудиції у запропонованій сфері знань.

Завдання 2.3. Вивчаюче читання I (розвиток граматичної компетентності):

Вивчаюче читання передбачає детальний аналіз текстового матеріалу, що, у свою чергу, вимагає високого рівня розвитку граматичної компетентності. В основу завдання покладений алгоритм розумових операцій, які виконуються кожним при смисловій інтерпретації висловлювання. Автоматизація цього алгоритму – необхідна умова отримання навички спонтанного схоплення і породження мовного висловлювання. Опис алгоритму наведено в **Tips**.

Кожний крок має свій рівень складності, який позначений знаком (*). А саме:

1. обведіть дієслова у виділених реченнях тексту**;
2. дієслова, що виконують функцію предиката, позначте символом **P** з індексом, який відповідає їх порядку в реченні (наприклад, **P¹, P², P...ⁿ**)*;
3. відділіть косою лінією групу суб'єкта (**S**), що відноситься до предикату і промаркуйте її відповідним індексом **P**, до якого вона належить (наприклад, **S¹**).***;
4. відділіть косими лініями групи об'єкта (**O**); адресату (**Ad**); додатку (компліменту) (**C**); обставин (**AM**) часу (**tm**), місця (**pl**), мети (**pp**), причини (**cs**), образу дії (**mn**), умов (**cn**) і промаркуйте їх відповідним індексом **P**, до якого вони належать (наприклад, **AM_{tm}¹**)***;
5. ідентифікуйте дієслова, у яких відсутній суб'єкт **S**. Визначте тип конструкції або підрядного речення, які вони вводять, і промаркуйте відповідним символом (див. пункти 3-4). Для визначення смислових відносин усередині конструкцій і підрядних речень поставте косу лінію після їх великого символу і напишіть маленький символ предиката (**p**) з індексом, де перша цифра відповідає номеру головного предиката, до якого відноситься конструкція або підрядне речення, а друга - порядковому номеру самого предиката в реченні (наприклад, у випадку з об'єктною конструкцією **O/p^{1.2}**)*****;
6. за аналогією з пунктом 4 тепер вже в конструкціях і підрядних реченнях відділіть косими лініями групи об'єкта (**o**); адресату (**ad**); додатку (компліменту) (**c**); обставин (**am**) часу

(tm), місця (pl), мети (pp), причини (cs), образу дії (mn), умов (cn) і промаркуйте їх відповідним індексом **p**, до якого вони належать (наприклад, **am_{tm}¹**)***;

7. підкресліть головні слова у виділених групах** і перекладіть речення, орієнтуючись на виявлені смислові відношення***.

Представлений нижче приклад ілюструє кінцевий варіант визначення смислових відносин між словами усередині речення.

S ¹	AT ¹ /n ^{1.2}	n ^{1.2}	p ¹	AM ¹ _{mn}	
<u>Students</u>	taking	their first <u>degree</u>	/ live and study largely	/ within their own	
AM ¹ _{pl}	S ²	P ²	C ² /p ^{2.1}	o ^{2.1}	p ^{2.2}
<u>colleges</u> ; // the <u>role</u> of the University / is / to set / their <u>examinations</u> / and / award /					
ad ^{2.2}	o ^{2.2}				
<u>them</u> / <u>degrees</u> .					

Завдання 2.4. Вивчаюче читання II (розвиток лексичної компетентності):

Для детального аналізу джерела інформації при вивчаючому читанні не менш важливе значення має рівень лексичної компетентності. Запропоновані завдання спрямовані на збагачення лексичного запасу, як за допомогою розвитку «лексичної здогадки» (завдання 2.4.1), так і безпосередньо в процесі роботи зі словником (завдання 2.4.2).

2.4.1 *** «відмітьте в таблиці 1.4 слова і вирази, значення яких вам стало зрозуміле після ознайомлення з текстовим матеріалом без словника; напишіть їх переклад в правій колонці таблиці і обчисліть показник вашої здатності виводити значення слів з контексту».

2.4.2 * «подивіться в словнику значення тих слів, які вам не вдалося визначити; напишіть їх переклад в правій колонці таблиці 1.4 і обчисліть відсоток нових слів, які вам необхідно засвоїти».

Завдання 2.5 Реферування:

«Напишіть реферат, використовуючи алгоритм, приведений в *Tips*».

Завдання спрямоване на розвиток навички реферування, який сприяє формуванню ключової інтелектуальної здібності до узагальнення. Це, по суті, базовий навичка обробки інформації, який визначає ефективність рішення проблем. Щоб полегшити його засвоєння, в *Tips* приведений алгоритм, кожний крок якого має свій ступінь складності, позначений знаком (*):

1. ознайомтесь з текстовим матеріалом від початку до кінця*;
2. розділіть текстовий матеріал на смислові частини, дайте їм назви на полях і перетворіть назви в план***;
3. опишіть кожний пункт плану і оформіть отриманий результат у вигляді реферату. Зверніть увагу на назви; виділіть центральні ідеї, факти, деталі; знайдіть ключові слова, виділіть смислові фрази. Опишіть кожний пункт якомога коротше. Змініть порядок пунктів, якщо того вимагає логіка викладу. Водночас намагайтеся не перекручувати зміст або не додавати від себе ****;
4. прогляньте ще раз свій реферат критично і оцініть, чи передали ви суть джерела інформації на правильній англійській мові. Якщо ви не цілком задоволені, вдоскональте його, переписавши окремі пункти***;
5. намагайтеся переказати джерело інформації своїми словами за планом з опорою на свій реферат****.

Більш докладний опис алгоритму, а також корисні слова і вирази ви знайдете в *Tips*.

Завдання 2.6*** *Переклад*

«Перекладіть письмово виділені частини текстового матеріалу».

Хоча кінцевою метою навчання мові повинно стати розуміння тексту без перекладу, досвід показує, що письмовий переклад добре допомагає дисциплінувати думки і служить розвитку навички вербальної інтерпретації, який дозволяє ясно і чітко формулювати свої думки, що сприяє розвитку мислення в цілому.

3. Summarizing (підсумкова частина): завдання після текстового матеріалу підводять підсумок всієї роботи і створюють умови для розвитку здібності до узагальнення, критичного аналізу і самооцінки. Всі названі здібності мають як професійний, так і екзистенціальний сенс, оскільки розвивають не тільки інтелект, але і особистісні якості. Це - найскладніша частина, яка інтегрує в собі ряд умінь і навичок. Ступінь складності маркірована знаком (*).

Завдання 3.1 *Критичний огляд******

«Зробіть критичний огляд інформаційного ресурсу відповідно до схеми і алгоритму, що пропонуються в *Tips*».

Завдання спрямоване на розвиток критичного мислення. Сама структура критичного огляду сприяє розвитку навички узагальнення і примушує дисциплінувати думку, оскільки виникає необхідність виділити в текстовому матеріалі: мету, предмет опису, адресат (кому інформація призначається), актуальність і новизну інформаційного ресурсу, методи, які використовуються (якщо є), стиль автора та висновки. В *Tips* дано докладний опис смислових значень кожного з названих аспектів і приведений список корисних слів і виразів.

Завдання 3.2 *Анотація*

3.2.1 **** Узагальніть подану інформацію в декількох фразах, виділивши суть за допомогою відповідей на наступні питання:

- Яка основна ідея інформаційного ресурсу?
- В чому полягає оригінальність інформації?
- Для кого інформаційний ресурс призначений?

Завдання спрямоване на розвиток навички критичного аналізу інформаційного ресурсу на високому рівні узагальнення. Здатність лаконічно виражати суть проблеми свідчить про високий рівень розвитку інтелекту і є сутнісною передумовою успішності рішення проблем.

3.2.2 *** Внесіть нову інформацію, про яку ви дізналися, в таблицю 1.2 і визначте ступінь інформативності джерела інформації.

Завдання підводить підсумок усієї виконаної роботи і дозволяє здійснити не тільки оцінку значущості тематичного юніту, але і самооцінку динаміки власного розвитку, досягнутого в процесі самої роботи, що створює передумову для подальшого розвитку мотивації навчання.

4. Self-evaluation (самооцінка): забезпечує розвиток навички самоконтролю. Для цього необхідно заповнити колонки запропонованої таблиці: №6 – **VL (швидкість рішення)** – час, витрачений на виконання завдання; №8 – **EX (повнота рішення)** – кількість виконаних завдань; №9 – **AC (точність рішення)** – кількість правильно виконаних завдань. Для розрахунку **PSE (ефективності рішення)** необхідно спочатку заповнити всі колонки (в колонці 10 для рядків 1–4 бали присвоюються, якщо виконані завдання (див. колонку 8); для рядків 5–25 необхідно здійснити порівняння із заданим зразком і присвоїти бали залежно від ступеня відповідності). Потім необхідно підбити підсумки в рядку **TOTAL** і зробити розрахунок за наступними формулами:

$$VL = \frac{VL_{\max} / EX_{\max}}{VL_i / EX_i} \quad EX = \frac{EX_i}{EX_{\max}} \quad AC = \frac{AC_i}{EX_{\max}} \quad PSE = \frac{(AC + EX + VL)}{3} * 100$$

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		***	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
22	2.6		***	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

За результатами розрахунків визначається градація відповідно до розподілу балів:
Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Запропонована структура дозволяє здійснювати письмове виконання завдань безпосередньо на сторінках даного посібника, що дає можливість відстежувати історію і динаміку власного розвитку.

Маркірування складності завдань допоможе не тільки здійснити індивідуальний підхід до їх виконання, але і визначить своєрідні кроки в розвитку.

В **Tips** можна знайти визначення понять *гіпотеза, реферат, анотація* і т.п.; алгоритми виконання завдань і списки корисних слів і виразів.

Бажаємо вам успіху!

Tips

1.1 Hypothesis – something which is assumed to be true for the sake of argument or as a starting-point for an enquiry, although its truth has not been proved.

These expressions will help you to formulate your hypothesis.

1	According to/from the title of the text ...	
1a	I suppose it might/may (be)...	about... connected with...
1b	I am not certain/sure but I think that this text (is)...	concern(s) ... deal(s) with...
1c	It is hard to hypothesize.	

2.1 *These expressions will help you to define whether your hypothesis is right.*

1	I am happy to inform that	my hypothesis is right
2	I must admit that...	
2a	I succeeded	in hypothesizing
2b	I failed	
2c	I was wrong	
2d	I was right	

2.2 *State the sense relations between words of the marked sentences by using the proposed algorithm and abbreviations. See the table and example below.*

- Circle verbs in the marked sentences.
- Choose the verbs that are main predicates and mark them with big symbol **P** followed by index corresponding to its order in the sentence (for example **P¹, P², P...**ⁿ).
- Separate the groups of subject (**S**) belonging to the defined predicates by the slash (/) and mark them with the index of **P** (for example **S¹**).
- Separate by the slash (/) the groups of objects (**O**), complements (**C**), addressees (**Ad**), adverbial modifiers (**AM**) of time (**tm**), place (**pl**), purpose (**pp**), cause (**cs**), manner (**mn**), conditions (**cn**) and mark them with the index of **P** they belong to (for example **AM_{tm}¹**).

- Underline main words in the separated groups.
- Identify the verbs that have no **S**. Define their function as a construction or a clause marking them with an appropriate big symbol (see point 4).

In order to define sense relations within defined construction or clause, put the slash (/) after a big symbol and write down the small symbol of predicate (**p**) with index (in which the first number corresponds to the main **P**, the second to the predicate itself according to its order in the sentence (for example **p^{1,2}**).

- Separate the groups of objects (**o**), complements (**c**), addressees (**ad**), adverbial modifiers (**am**) of time (**tm**), place (**pl**), purpose (**pr**), cause (**cs**), manner (**mn**), conditions (**cn**) belonging to the defined predicates by the slash (/) and mark them with an appropriate small symbols (for example **am_{tm}¹**).

This table will help you to choose correct symbols

No	Function	Symbol		Example	Hints
		Main clause	Subordinate clause or construction		
1	Predicate	P	p		
2	Subject	S	s	I think	S-P
3	Object	O	o	I read a book	S-P-O
4	Complement	C	c	I am a student We elected him president	S-P-C (C=S) S-P-O-C (C=O)
5	Addresses	Ad	ad	I gave him a book	S-P-Ad-O
7	Adverbial modifier (of)	AM	am	I shall see him	S-P-O
7.1	time	tm		tomorrow	AMtm
7.2	place	pl		in the University	AMpl
7.3	purpose	pp		to give him a book	AMpp
7.4	cause	cs		because he came to me	AMcs
7.5	manner	mn		accidentally	AMmn
7.6	condition	cn		if he comes	AMcn
8	Attribute	AT	at		

This example will help you to state the sense relations between words of the sentences

S ¹	AT ¹ /n ^{1.2}	n ^{1.2}	p ¹	AM ¹ _{mn}	
<u>Students</u>	taking	their first <u>degree</u>	/ live and study largely /	within their own	
AM ¹ _{pl}	S ²	P ²	C ² /p ^{2.1}	o ^{2.1}	p ^{2.2}
<u>colleges</u> ;	// the <u>role</u> of the University /	is /	to set /	their <u>examinations</u> /	and / <u>award</u> /
ad ^{2.2}	o ^{2.2}				
them / degrees.					

2.3 What is an Abstract?

Abstract is a short description of the chief ideas in a book, speech, etc.

The **object** in writing an abstract is to express the basic meanings of a longer piece of information without losing any essential information as well as without changing the emphasis of the original information.

How to make an Abstract

1. Read through the text from the beginning to the end.
2. Divide the text into meaningful parts and write down their titles in the margins.
3. Transform the titles into a plan.
4. Describe briefly every item arranging your text as an abstract. For this purpose pay attention to the title; single out central ideas, facts and details; seek the key words, select the sense phrases.
5. Note that each point is expressed as briefly as possible. Change the order of points if necessary to make the construction more logical. At the same time take care not to change the meaning of the original or add to it.

6. In order to present text ideas logically you may need:
 - to express time-relationship;
 - to list a number of points or ideas;
 - to express a cause or a consequence;
 - to express an idea which is contrary to what has been said before;
 - to introduce examples or illustrations;
 - to rephrase what has been said, or underline it;
 - to sum up what has been said;
 - to introduce other arguments supporting an idea already mentioned.

7. The following link words and phrases will help you:
 - *so we can say that; in other words; to conclude*
 - *first; then; firstly; secondly; thirdly; one point; another point; the last point; finally*
 - *at that time; before; previously; formerly; then; afterwards; next; while; as; during; meanwhile*
 - *but; however; nevertheless; yet; in spite of; although; on the other hand; all the same; the trouble is that*
 - *indeed; in other words; truly; that is to say*
 - *because/since; the reason why; consequently; so; then; therefore; as a result; thus*
 - *for example/for instance; an example of; this is clearly; what's more*

8. Look back at the text and check that you have produced a good summary of what was said in good English. If you are not completely satisfied, make whatever improvements are necessary and rewrite the paragraph.

3.1 What is a Review?

- Review** - 1. a critical examination of a book, a play, a work of art, etc.,
 - 2. a critical account of a book, etc.
(The Advanced Learner's Dictionary of Current English by A.S. Hornby, E.V. Gatenby, H. Wakefield);
 - 3. a magazine or newspaper article giving judgments to a new book, play, television show, etc. *(Longman Active Study Dictionary of English).*

How to review the text:

1. Define:

Topic – i.e. a subject of discussion or of a piece of writing

Relevance – i.e. timeliness, urgency

Addressee – i.e. a person (or a group) to whom this text is directed

Main issues – i.e. important points being discussed

Novelty – i.e. newness

Methodology – i.e. the set of methods used for study

Theoretical significance – i.e. theoretical importance, value

Practical significance – i.e. possible practical applications of this information

2. Find disputable points

3. Give your critical analysis of the work

The following phrases will help you:

- *I think / I believe*
- *In my opinion / in my view*
- *I dare say that*
- *It's no exaggeration to say that*
- *I'm sorry to say that*
- *I (certainty / quite) agree with*
- *That may be true, but*
- *I doubt it.*
- *I have many doubts about that.*
- *I can share this view only to a certain point.*
- *I am afraid I don't agree / I disagree.*
- *If I am not mistaken*
- *To all this must be added that*
- *I really can't believe that*
- *The following fact speaks for itself.*
- *I have nothing to say to this.*
- *It's just the other way round.*
- *This brings us to the conclusion that*

3.2 What is an Annotation?

Annotation is an essence of the text expressed in a few words.

How to write an Annotation?

On the bases of your knowledge of the text try to express its essence emphasizing the following points:

- What is the main idea of the text?
- What is the originality of the text?
- Who is the addressee of the text?

The following expressions will help you to write an annotation:

The text deals with ...

Special attention is given to/ paid to...

The text can be interesting/ useful for...

Section 1. Research work within HEIs

1. RESEARCH WORK

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

.....

.....

.....

1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is research?	
2	What is the main purpose of applied research?	
3	How does basic research differ from applied research?	
4	What are the three main forms of a research process?	
5	Why can a hypothesis never be completely proven?	
6	What is the difference between primary and secondary research?	
7	What are the advantages of using the Internet?	

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	basic research		9	obscure boundaries	
2	applied research		10	feasibility	
3	to generate ideas		11	to limit access	
4	to refute a theory		12	a wide audience	
5	to make predictions		13	interdisciplinary	
6	to be consistent with		14	relevant interest	
7	outcome		15	to apply for grants	
8	in course of time		16	a source of merit	

Research can be defined as the search for knowledge, or as any systematic investigation to establish novel facts using a scientific method. Scientific research relies on the application of the scientific method, arising intellectual curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world around us. It makes practical applications possible.

The primary purpose of applied research (as opposed to basic research) is discovering, interpreting, and development of methods and systems for advancement of human knowledge on a wide variety of scientific matters concerning our world and the universe. Applied research solves practical problems; its goal is to improve the human life. For example, applied researchers may investigate ways to:

- improve agricultural crop production
- cure a specific disease
- improve the energy efficiency of homes, offices, or modes of transportation

Basic research advances fundamental knowledge about the human world. It focuses on refuting or supporting theories that explain how this world operates, what makes things happen, why social relations are a certain way, and why society changes. Basic research is the source of most new scientific ideas and ways of thinking about the world. It can be exploratory, descriptive, or explanatory; however, explanatory research is the most common. Basic research generates new ideas, principles and theories, which may not be immediately utilized. Basic research rarely helps practitioners directly with their everyday concerns. Nevertheless, it stimulates new ways of thinking and is the potential to revolutionize and dramatically improve the ways practitioners deal with a problem. Basic research is mainly carried out by universities.

Generally, research is understood to follow a certain structural process. Though step order may vary, the following steps are usually part of most formal research, both basic and applied:

- Observations and formation of the topic
- Hypothesis
- Conceptual definitions
- Operational definitions
- Gathering of data
- Analysis of data
- Test, revising of hypothesis
- Conclusion

A common misunderstanding is that by this method a hypothesis could be proven or tested. Generally a hypothesis is used to make predictions that can be tested by observing the outcome of an experiment. **If the outcome is inconsistent with the hypothesis, then the hypothesis is rejected.** However, if the outcome is consistent with the hypothesis, the experiment is said to support the hypothesis. This careful language is used because researchers recognize that alternative hypotheses may also be consistent with the observations. In this sense, a hypothesis can never be proven, but rather only supported by a series of scientific testing and, eventually, becoming widely thought of as true. As the accuracy of observation improves in course of time, the hypothesis may no

longer provide an accurate prediction. In this case a new hypothesis will arise to challenge the old one.

Research Methods

The goal of the research process is to produce new knowledge. This process takes three main forms, although the boundaries between them may be obscure:

- Exploratory research, which structures and identifies new problems
- Constructive research, which develops solutions to a problem
- Empirical research, which tests the feasibility of a solution using empirical evidence

Research can also fall into two distinct types:

- Primary research (collection of data that does not yet exist)
- Secondary research (summary, collation and/or synthesis of existing research)

In social sciences and in some other disciplines, the following two research methods can be applied, depending on the properties of the subject matter and on the objective of the research:

- Qualitative research (understanding of human behavior and the reasons that govern such behavior)
- Quantitative research (systematic empirical investigation of quantitative properties and phenomena and their relationships)

Output of Research Work

Academic publishing describes a system that is necessary in order for academic scholars to peer review the work and make it available for a wider audience. Most academic work is published in journal article or book form.

In publishing, STM publishing is an abbreviation for academic publications in science, technology, and medicine. Most established academic fields have their own journals and other outlets for publications, though many academic journals are somewhat interdisciplinary, and publish works from several distinct fields or subfields. The kinds of publications that are accepted as a contribution to knowledge or research vary greatly: from the print to the electronic format.

Internet research is the practice of using the Internet, especially the World Wide Web, for research. The Internet is widely and readily accessible to hundreds of millions of people in many parts of the world; it can provide practically instant information on most topics. Compared with the Internet, print physically limits access to information. A book has to be identified and then actually obtained. On the Net, the Web can be searched, and as a rule hundreds or thousands of pages can be found within seconds. In addition, email, online discussion forums, and other personal communication facilities (instant messaging, newsgroups, etc.) can provide direct access to experts and other individuals with relevant interests and knowledge. Most funding for scientific research comes from two major sources: Corporate research and development departments; and government research councils such as the National Institutes of Health in the USA and the Medical Research Council in the UK. These are managed primarily through universities and in some cases through military contractors. Many senior researchers (such as group leaders) spend a significant amount of their time applying for grants for research funds. These grants are necessary not only for researchers to carry out their research, but also as a source of merit.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

2.4 Lexis

2.4.1 Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.

2.4.2 Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.

2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:.....
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Addressee:.....
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Main issues.....
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Novelty:.....
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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 *Resume the text in a few sentences*

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3.2.2 *List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.*

[illegible]

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				$VL_{\max}$	VL_i	$EX_{\max}$	EX_i	$AC_{\max}$	AC_i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		***	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
22	2.6		***	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

accept (*v*)

applied (*adj*)

apply for smth. (*v*)

behaviour (*n*)

challenge (*v*)

collation (*n*)

contribution (*n*)

curiosity (*n*)

data (*pl*), datum (*n*)

descriptive (*adj*)

evidence (*n*)

explanatory (*adj*)

exploratory (*adj*)

facility (*n*)

feasibility (*n*)

improve (*v*)

investigation (*n*)

merit (*n*)

obscure (*adj*)

obtain (*v*)

outcome (*n*)

peer review (*v*)

prediction (*n*)

property (*n*)

prove (*v*)

refute (*v*)

reject (*v*)

relevant (*adj*)

визнавати; вважати

прикладний

звертатися за чим-н.

поведінка

кидати виклик; оспорювати

порівняння; співставлення

внесок

пробуджувати допитливість

дані

описовий

доказ

пояснювальний

дослідницький

засіб

обґрунтованість; реальність

поліпшувати

дослідження

заслуга; гідність

нечіткий; невизначений

придбавати

підсумок; результат

давати оцінку

прогноз; передрікання

властивість; особливість

доводити

спростовувати; доводити

відхиляти; відкидати

релевантний; відповідний

2. THE BOLOGNA DECLARATION AND EDUCATION REFORM

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What does the Bologna process aim at?
2	What is the purpose of creating a European space for higher education?
3	What does the European higher education system acquire?
4	When was the European Credit Transfer system introduced?
5	What does student workload in ECTS consist of?
6	What are the key documents of ECTS?
7	What is Diploma Supplement?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	to attain		9	to introduce	
2	recognition		10	relevant	
3	convergence		11	workload	
4	to pursue		12	to allocate	
5	to challenge		13	learning outcome	
6	employability		14	delivery	
7	competition		15	coherent	
8	cohesive system		16	to facilitate	

The Bologna Declaration is a pledge by 29 countries to reform the structures of their higher education systems. It is a commitment freely taken by each signatory country to reform its own higher education system or systems in order to create overall convergence at European level.

The Bologna process aims at creating convergence and, thus, is not a path towards the "standardization" or "uniformisation" of European higher education. The Declaration reflects a search for a common European answer to common European problems. The process originates from the recognition that in spite of their valuable differences, European higher education systems are facing common internal and external challenges related to the growth and diversification of higher education, the employability of graduates, the shortage of skills in key areas, the expansion of private and transnational education, etc. The Declaration recognizes the value of coordinated reforms, compatible systems and common action. The Bologna Declaration is not just a political statement, but a binding commitment to an action programme.

The action programme set out in the Declaration is based on a clearly defined common goal to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education.

The European higher education system acquires a worldwide degree of attractiveness equal to Europe's extraordinary cultural and scientific traditions.

The Bologna Declaration is genuinely opening up new avenues. In stressing so explicitly the need for European higher education as a cohesive system to become more attractive to students from other world regions, it provides one more reason for moving in the direction of a coherent European system and implicitly invites European institutions to compete more resolutely than in the past for students, influence, prestige and money in the worldwide competition of universities.

The 29 signatory countries committed to attain the Declaration's objectives pursue the ways of intergovernmental cooperation, in collaboration with higher education institutions and associations. The Declaration states that the process of establishing a European space for higher education requires constant support, supervision and adaptation to continuously changing needs.

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the European Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality.

This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

The European Credit Transfer System (ECTS) was introduced in 1989. It is a systematic way of describing an educational programme by attaching credits to its components. The definition of credits in higher education systems may be based on different parameters, such as student workload, learning outcomes and contact hours.

The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. Recently ECTS is developing into an accumulation system to be implemented at institutional, regional, national and European level.

ECTS makes study programmes easy to read and compare for all students, local and foreign. ECTS facilitates mobility and academic recognition. ECTS helps universities to organize and revise their study programmes. ECTS can be used across a variety of programmes and modes of delivery. ECTS makes European higher education more attractive for students from abroad.

Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning, long or short.

Student workload in ECTS consists of the time required to complete all planned learning activities such as attending lectures, seminars, independent and private study, preparation of projects and examinations.

Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires to achieve its specific objectives or learning outcomes, in relation to the total quantity of work necessary to complete a full year of study successfully.

The key documents of ECTS:

- The regular Information Package/Course Catalogue of the institution.
- The Learning Agreement containing the list of courses to be taken with the ECTS credits which will be awarded for each course.
- The Transcript of Records which documents the performance of a student by showing the list of courses taken, the ECTS credits gained, local or national credits, if any, local grades and possibly ECTS grades awarded.

The Diploma Supplement is a document attached to a higher education diploma providing a standardized description of the nature, level, context, content and status of the studies that were successfully completed by the graduate.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

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3 Summarizing

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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 *Resume the text in a few sentences*

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3.2.2 *List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.*

[illegible]

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
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6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
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13		7	**	2		1		2		
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15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
22	2.6		***	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

acquire (*v*)

allocate (*v*)

attach (*v*)

award (*v*)

binding (*adj*)

challenge (*n*)

cohesive system (*n*)

commitment (*n*)

compatible (*adj*)

competitiveness (*n*)

completion (*n*)

convergence (*n*)

Diploma Supplement (*n*)

diversification (*v*)

employability(*n*)

enhance (*v*)

explicitly (*adv*)

implicitly (*adv*)

facilitate (*v*)

learning outcome (*n*)

objective (*n*)

pledge (*n*)

pursue (*v*)

recognize (*v*)

relevant (*adj*)

search (*n*)

skill (*n*)

workload (*n*)

набувати

розподіляти

прикладати

присуджувати

зв'язуючий

виклик

єдина система

обов'язок

сумісний

конкуренція

завершення

сходження в одній точці

додаток до диплому

різноманітність

занятість

збільшувати

явно, точно

безперечно

сприяти

результат навчання

мета

обов'язок

переслідувати

визнавати

доречний

пошук

вміння, майстерність

навчальне навантаження

3. SPECIALISED AND PROFESSIONAL MASTER'S DEGREES

1. Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	Do you need Bachelor's degree to get Master's?
2	What are the typical requirements for Master's degree candidates?
3	What is the difference between a Master student and a PhD?
4	Do you need to work first before getting Master's degree?
5	What is a 'tagged' Master's degree?
6	How does a 'tagged' Master's degree differ from other types?
7	What is an 'integrated' Master's degree?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	hands-on degree		9	variety	
2	knowledge		10	accountancy	
3	career		11	coursework	
4	not-for-profit organisation		12	non-governmental organisation	
5	nutritional sciences		13	advocacy	
6	graduates		14	to be awarded	
7	public policy		15	background	
8	curriculum		16	to earn	

There are many specialised types of Master's degrees, often focusing on a specific professional area. These are sometimes known as 'tagged Master's degrees', because they are 'tagged' to a certain field or professional Master's degrees, because they focus on career development in a particular profession. Some professional Master's degrees start with the word 'Professional' in the title, such as the Professional Science Master's Degree (PSM), a hands-on degree with a heavy practical component giving students the skills and knowledge needed to work professionally in their chosen field. As ever, classifications and course details will differ depending on the country and institution. Here are some of the most common examples of specialised and professional Master's degrees:

Master of Business Administration (MBA)

The Master of Business Administration (MBA) is designed to give students the skills and knowledge required for career progression in business and management roles. Candidates are given broad training in all aspects of business, allowing them to apply their learning to a variety of careers. Many MBA candidates are mid-career professionals, with most programmes requiring at least three years' professional experience. You can also choose to combine an MBA with a specialisation such as accounting or finance, and tailor the degree to a specific field of interest. Related master's degrees include the Master of Professional Accountancy (MPAcc) and Master of Science in Information Systems (MSIS).

Master of Public Administration (MPA)

The Master of Public Administration is a public policy degree similar to an MBA but focusing on the public sector rather than the private sector. Students can specialise in areas such as the environment, international administration and science and technology with an aim to work for the government, non-governmental organisations (NGOs), not-for-profit organisations and in consulting. The MPA combines academic and professional elements, with a focus on policy analysis and management. Other public policy master's degrees include Master of Public Policy (MPP), Master of Public Affairs (MPA) Master of Urban Planning (MUP) and Master of International Affairs (MIA).

Master of Public Health (MPH)

The Master of Public Health has academic and professional elements, taking an interdisciplinary approach to areas related to public health. Students are taught how to monitor, diagnose and regulate the health concerns of communities through public policies. Many MPH degree programmes are specialised in areas such as epidemiology, global health, occupational health, and nutritional sciences. While some countries accept students with accredited Bachelor's degrees for the MPH, others only accept medical graduates.

Master of Social Work (MSW)

The Master of Social Work degree prepares students for careers within the field of social work, focusing on improving the quality of life for individuals, groups and communities. The MSW is offered either as a clinical degree allowing students to work directly with clients, or as a macro-practice degree preparing students for work in political advocacy and community organising.

Master of Laws (LLM)

The Master of Laws degree is usually taken after having graduated from a professional law degree and gives candidates the chance to combine their knowledge of the basic skills needed to become a lawyer with specialist knowledge gained through research in a particular area of law.

Master of Education (MEd, MSED, MIT, MAEd, MAT)

The Master of Education degree prepares students for careers in education. Some Master of Education degrees prepare student teachers to become certified, while others are more suited for experienced, already certified teachers to specialise in areas such as curriculum, instruction, special education, counselling and administration. The MIT and MAT degrees include coursework and a student teaching internship and lead to the teacher certification qualification needed to teach in public schools.

Master of Engineering (MEng)

The Master of Engineering degree can be either academic (with a focus on engineering theories and practice) or professional (with a focus on preparing students for work in the engineering field). While some MEng programmes require students to become published in an industry journal, others involve training periods in industry or laboratories, or a combination of the two in order to graduate.

Master's degree requirements

Finally, Master's degrees also vary in terms of the entry requirements applicants need to meet. To meet the requirements of Master's degrees it's usually necessary to have graduated with a Bachelor's degree and some programmes require a certain amount of professional experience. See below for the most common requirements for different types of Master's degrees.

Postgraduate master's degrees (MA, MSc, MLA, MSW)

These Master's degrees are usually open to anyone who holds Bachelor's degree.

Business or management Master's degrees (MBA, MSc, MIM, MSM, MA, MEM)

For these types of programme Master's degree requirements usually include a certain amount of professional experience, especially in the case of an MBA (Master of Business Administration). An MSc in Management (MSc, MIM, MSM) typically requires Bachelor's degree in social sciences, while an MA in Management is more likely to accept candidates from all backgrounds. The Master's in Engineering Management (MEM) is specially designed for engineering students.

Executive Master's degrees (EMBA, EMS)

Designed specifically for mid-career executive professionals, executive Master's degrees require candidates to have gained significant professional experience – even more than in the case of an MBA. The most common are Executive Master's in Business Management (EMBA) or Executive MSc programmes.

Postgraduate Research Master's degrees (Master by Research)

Master by Research programmes are designed for those who hold Bachelor's degree with a significant research component and/or have several published research papers.

Integrated master's degrees (MEng, MMath, MSci, etc)

These are Master's degrees that follow on directly from an undergraduate degree programme, most commonly available in scientific and technology subjects. It's possible to apply for an Integrated Master's degree programme directly after completion of secondary-level education. Integrated master's degree programmes usually last a year longer than it would take to earn an undergraduate degree, and students may have the option to skip the final year and just graduate at Bachelor's level instead.

There is also the option (particularly in countries such as the US) to earn a Master's degree alongside your undergraduate studies. This is called 'en route', 'in passing' or 'in course' and is awarded following the successful completion of coursework and certain examinations.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

2.4 Lexis

2.4.1 Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.

2.4.2 Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.

2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:..
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Addressee:
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Main issues.....
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Methodology:.....
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Theoretical
significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

[illegible]

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
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8		2	*	2		1		1		
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14		8	***	3		1		3		
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23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

accounting (*n*)

advocacy (*n*)

analysis (*n*)

Bachelor's degree (*n*)

career (*n*)

certified (*adj*)

component (*n*)

composition (*n*)

curriculum (*n*)

epidemiology (*n*)

executive (*adj*)

experience (*n*)

finance (*n*)

institution (*n*)

instruction (*n*)

interdisciplinary (*adj*)

internship (*n*)

knowledge (*n*)

lawyer (*n*)

performance (*n*)

policy (*n*)

practicum (*n*)

professional (*adj*)

progression (*n*)

require (*v*)

structural (*adj*)

undergraduate (*adj*)

бухгалтерія

адвокація / захист інтересів

аналіз

ступінь бакалавра

кар'єра

сертифікований

складова

композиція / твір

навчальна програма

епідеміологія

виконавчий

досвід

фінанси

заклад

інструктаж / навчання

міждисциплінарний

стажування

знання

юрист

виступ / виконання

політика

практика

професійний

просування

вимагати

структурний

бакалаврський

4. CURRICULUM AND DESCRIPTION OF DISCIPLINES IN ENGINEERING

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column “I know”.

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is the definition of curriculum?
2	What main disciplines does the civil engineering programme comprise?
3	What does the civil engineering programme include?
4	What are the essential features of construction engineering?
5	What is environmental engineering?
6	What discipline deals with the mechanical properties of liquids?
7	What does the transportation engineering provide for?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	syllabus		9	background	
2	curriculum		10	core principles	
3	assessment		11	foregoing	
4	compulsory		12	preparation	
5	to offer		13	sub disciplines	
6	engagement		14	elective	
7	outcome		15	breadth	
8	prescriptive		16	to ensure	

Curriculum and Description of Disciplines

Curriculum is the set of courses, and their content, offered by an educational institution. As a rule, it is a group of related courses, often in a special field of study: the engineering curriculum. A curriculum is normative, and is based on a more general syllabus, the outline of a single course, which simply specifies what topics must be understood and to what level to achieve a particular grade or standard. A core curriculum is a course of study, which is considered central and usually compulsory for all students of an institution. In formal education, a curriculum is the set of courses, course work, and content offered at a university. Curriculum means two things: (i) the range of courses from which students choose what subject matters to study, and (ii) a specific learning programme. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study.

Currently, a credit-modules system allows students to revisit a subject matter's content at the different levels of development of the subject matter being studied. The practical approach, of the credit-modules curriculum, proposes that students learn best via active engagement with the educational environment, i.e. discovery learning. Essential feature of the curriculum is the definition of the course objectives that usually are expressed as learning outcomes and normally include the programme's assessment strategy. These outcomes and assessments are grouped as units (or modules), and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialized, specific part of the curriculum. So, a typical curriculum includes communications, information technology, and social skills units, with specific, specialized teaching of each.

The essential feature of curriculum design is the identification of academic requirements for each course. These requirements can be satisfied by taking particular courses, and in some cases by examination, or by other means, such as work experience. The engineering programme can comprise such disciplines as: (1) engineering and management, (2) construction materials engineering, (3) environmental engineering, (4) geotechnical engineering, (5) environmental hydrology and hydraulic engineering, (6) structural engineering, (7) transportation engineering. While each discipline has its own special body of knowledge and engineering tools, they all rely on the same fundamental core principles. For example, civil engineering projects often draw expertise from many of these disciplines.

The engineering curriculum is designed to develop engineers who have a strong training in mathematics and science, engineers who are skilful, and engineers who understand the nature of their special role in society and the impact of their work on the progress of civilization. The curriculum develops the basic engineering tools necessary to solve problems in the field of engineering.

Construction engineering concerns the planning and management of the construction of structures such as highways, bridges, airports, railroads, buildings, dams, and reservoirs. Construction of such projects requires knowledge of engineering and management principles and business procedures, economics, and human behaviour. Construction engineers engage in the design of temporary libraries, human resources management, student services; introducing structures, quality assurance and quality control, building and site layout surveys, on site material testing, concrete mix design, cost estimating, planning and scheduling, safety engineering, materials acquirement, and cost engineering and budgeting.

Building materials engineering concerns the properties, manufacturing, and usage of materials which are utilized for a construction purpose. Many naturally occurring substances, such as clay,

sand, wood and rocks, even twigs and leaves have been used to construct buildings. Apart from naturally occurring materials, many man-made products are in use, some more and some less synthetic.

Environmental engineering is the application of science and engineering principles to improve the environment (air, water, and/or land resources), to provide healthy water, air, and land for human habitation and for other organisms, and to remediate polluted sites. Environmental engineering involves wastewater management and air pollution control, recycling, waste disposal, radiation protection, industrial hygiene, environmental sustainability, and public health issues as well as knowledge of environmental engineering law. It also includes studies on the environmental impact of proposed construction projects.

Geotechnical engineering is the branch of civil engineering concerned with the engineering behaviour of earth materials. Geotechnical engineering uses principles of soil mechanics and rock mechanics to investigate subsurface conditions and materials; determine the relevant physical/mechanical and chemical properties of these materials; evaluate stability of natural slopes and man-made soil deposits; assess risks posed by site conditions; design earthworks and structure foundations; and monitor site conditions, earthwork and foundation construction.

Environmental hydrology and hydraulics is a topic in applied science and engineering dealing with the mechanical properties of liquids. Fluid mechanics provides the theoretical foundation for hydraulics, which focuses on the engineering uses of fluid properties. In fluid power, hydraulics is used for the generation, control, and transmission of power by the use of pressurized liquids. Hydraulic topics range through most science and engineering disciplines, and cover concepts such as pipe flow, dam design, fluidics and fluid control circuitry, pumps, turbines, hydropower, computational fluid dynamics, flow measurement, river channel behaviour and erosion.

Structural engineering is a field of engineering dealing with the analysis and design of structures that support or resist loads. Structural engineers are most commonly involved in the design of buildings and large non-building structures but they can also be involved in the design of machinery, medical equipment, vehicles or any item where structural integrity affects the item's function or safety.

Structural engineers must ensure their designs satisfy given design criteria, predicated on safety (e.g. structures must not collapse without due warning) or serviceability and performance (e.g. building sway must not cause discomfort to the occupants). Buildings are made to withstand massive loads as well as changing climate and natural disasters. Structural engineering theory is based upon physical laws and empirical knowledge of the structural performance of different landscapes and materials.

Transportation engineering is the application of technology and scientific principles to the planning, functional design, operation and management of facilities for any mode of transportation in order to provide for the safe, rapid, comfortable, convenient, economical, and environmentally compatible movement of people and goods (transport).

2 Reading

2.1 Scanning. *Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).*

2.2 Skimming. *Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).*

2.3 Grammar. *State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.*

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Theoretical significance:.....
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3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

[illegible]

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
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1	2	3	4	5	6	7	8	9	10	11
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TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

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adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

acquirement (*n*)

approach (*v*)

assessment (*n*)

assurance (*n*)

breadth (*n*)

circuitry (*n*)

comprise (*v*)

compulsory (*adj*)

construction
engineering

curriculum (*n*)

environmental
engineering

essential (*adj*)

earthwork (*n*)

impact (*n*)

integrity (*n*)

natural disasters

numeracy (*n*)

performance (*n*)

predicate (*v*)

serviceability (*n*)

skilful (*adj*)

structural engineering

sustainability (*adj*)

sway (*v*)

remediate (*v*)

utilities (*n*)

надбання

підхід

оцінка

гарантія

широчінь (світогляду)

схема (електрична)

містити у собі

обов'язковий

житлове та цивільне
будівництво

навчальний план

охорона навколишнього
середовища

основний

земляні роботи

вплив

цілісність

природні катаклізми

чисельність

виконання робіт

передбачати

експлуатаційна надійність

вмілий, кваліфікований

будівельна техніка

стійкість

коливання

відновлювати

комунальні підприємства

5. INTERNATIONAL RESEARCH PROGRAMMES

1. Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column “I know”.

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	Could you name at least three international research programmes for students ?
2	How do URI programmes prepare students for real-world innovation and leadership?
3	What is the purpose of the URI programmes at NJIT?
4	What are the two phases of the URI Student Seed Grant (URISG)?
5	What is the role of Innovation Day & Summer Research Symposium in the URI programme?
6	How does the URI program integrate arts into STEM?
7	What is the aim of the Partnerships for International Research and Education?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	advanced		9	perspective	
2	appropriately		10	pathways	
3	leadership role		11	global market	
4	proof-of-concept		12	environment	
5	fellowships		13	stipend awards	
6	peer interactions		14	societal impact	
7	challenge		15	to pursue	
8	sustainable design		16	extended proposal	

Undergraduate Research and Innovation Programme – URI.

URI programmes provide students opportunities to learn necessary and important skills to research and innovate to take a leadership role in the society. These programmes are designed to help student develop vision and strategic planning skills to address current and forthcoming global challenges. As STEM initiative is now appropriately complemented with arts (called as STEAM) to effectively develop an engaging perspective in design and also understanding the socio-economic impact, the URI programmes are interdisciplinary and available to students from all majors encouraging them to network and learn skills to understand diversity and teamwork through peer interactions.

URI programmes also allow students to understand current and future needs and challenges of high societal impact to find solutions to address them with new products, design or services in the global market. However, the skills to develop a vision to transform those ideas into innovation for implementation in the real-world is learned and nurtured through carefully designed academic and research programmes. URI programmes provide students an environment to explore and research their ideas and to interact with real-world experts to understand roadmaps associated with research and design future technologies. Student can also learn how to understand market trends so that they can re-think their solutions and learn pathways towards developing a successful product, design or service. With innovative research, they can lead to new discoveries and enhancement of knowledge towards developing a productive foundation for future technologies. Students learn and enhance their skills to become the future innovative leaders in global society.

URI programme has evolved as a significant part of the education and research experience at New Jersey Institute of Technology (NJIT). NJIT URI programme includes the Undergraduate Research and Innovation Phase-1 and Phase-2 Student Seed Grant (URISG) programme to provide students awards to pursue research or develop proof-of-concept prototypes. Awarded funds can only be used to order project supplies and prototyping through the Office of Undergraduate Research and Innovation. Awardees will present their progress reports in future URI workshops such as Innovation Day, Summer Research Symposium or other specific events.

NJIT offers several undergraduate research, innovation and design programmes including McNair Research Fellowships, New Jersey Innovation Acceleration, and several capstone design programmes across NJIT colleges. Several competitions focusing on innovation, research and design within and across disciplines have been developed for NJIT undergraduate students. These programmes are offered annually to promote undergraduate research, innovation, and to educate these students on how to take future leadership roles and be highly competitive in the global market.

Students may also apply their extended proposal to Provost Undergraduate Summer Research Fellowships for summer stipend awards to continue working during the summer. Students are also encouraged to participate in the Newark Innovation Acceleration Challenge; NSF funded Research Experience for Undergraduate (REU).

Examples of international research opportunities.

Below is a brief sample of international research opportunities and programmes. This list is meant to illustrate the kinds of options that may be available, but it is just a place to begin your search and to provide you with ideas for types of programmes:

American Academy In Rome & the School of Classical Studies Research Fellowships: Supports advanced undergraduates to undertake research relevant to the Academy and School of Classical Studies.

The CERN Summer Student Programme - Geneva, Switzerland: Students selected for the programme will spend the summer working with active research groups at CERN, one of the world's premier international laboratories.

EuroScholars - Research at Nine Research Universities in Europe: Opportunity for advanced undergraduates from the universities to conduct research at one of nine major research universities in Europe.

Fulbright US Student Program (Research) - Various, World-wide: The Fulbright is a nationally prestigious opportunity for graduating College students and alum to pursue international research of their own design in countries around the world. Current students and alum must apply through the College process with the support of the CCSA.

The ISTernship Summer Programme - Vienna, Austria: Summer research opportunity for students interested in basic research in the fields of biology, computer science, data science, mathematics, physics, neuroscience and interdisciplinary areas.

Multidisciplinary International Research Training Program - Various Locations: The programme provides support for undergraduate and graduate students to do health-related population-based research and training in developing countries.

NanoJapan: Summer Nanotechnology Research Internship Program – Japan: The NanoJapan programme will select up to twelve first- and second-year undergraduate engineering or physics students who will be placed in a Japanese research lab.

National Science Foundation International Research Experience for Students Programme – Brazil: The purpose of the University of Pittsburgh's IRES programme is to create an innovative research experience in sustainable design for a select group of undergraduate engineering students who have high potential to pursue graduate education.

Partnerships for International Research and Education: Science and engineering students from all backgrounds (race, ethnicity, citizenship, and gender) who are interested in the enhancement of cyber infrastructure or in applying cyber infrastructure to solve society- and industry-driven problems are encouraged to apply.

2. Reading

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2.6 Translation

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Methodology:.....

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Theoretical
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

[illegible]

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Abbreviations:

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adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

acceleration (*n*)

cyber infrastructure (*n*)

discovery (*n*)

diversity (*n*)

environment (*n*)

fellowships (*n*)

foundation (*n*)

initiative (*n*)

implementation (*n*)

interactions (*n*)

interdisciplinary (*adj*)

internship (*n*)

leadership (*n*)

market (*n*)

perspective (*n*)

planning (*n*)

proposal (*n*)

prototype (*n*)

solutions (*n*)

stipend (*n*)

strategic (*adj*)

supplies (*n*)

teamwork (*n*)

technologies (*n*)

trends (*n*)

vision (*n*)

прискорення

кіберінфраструктура

відкриття

різноманіття

середовище

грант/ стипендії

фундація/основа

ініціатива

впровадження

взаємодії

міждисциплінарний

стажування

лідерство

ринок

перспектива

планування

пропозиція

прототип

рішення

стипендія

стратегічний

запаси/матеріали

командна робота

технології

тренди

бачення

6. INTERNATIONAL PROGRAMMES OF MOBILITY: ERASMUS +

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is the primary focus of the Erasmus+ programme?
2	Besides students, what other groups of individuals can benefit from the opportunities offered by Erasmus+?
3	What are some of the specific social and economic issues that the Erasmus+ programme aims to address?
4	How has the Erasmus+ programme impacted European students over the past 30 years?
5	What are a few of the intended outcomes for individuals participating in mobility activities supported by Erasmus+?
6	What is the typical duration of a study period abroad under the Erasmus+ programme?
7	What are some of the key documents or agreements that are required before and after a study or traineeship period abroad within the Erasmus+ framework?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	trainees		9	self-empowerment	
2	partner countries		10	self-esteem	
3	to be devoted (to)		11	in the frame of smth	
4	volunteers		12	in the field of smth	
5	social equity		13	traineeship	
6	convergence		14	loan	
7	to be eligible		15	Erasmus Charter	
8	outcomes		16	long-lasting	

Erasmus+ is the EU's programme to support education, training, youth and sport. Key Action 1 is devoted to learning mobility of individuals. The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, and gain experience abroad. Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations. The aim of Erasmus+ is to contribute to Europe strategy for growth, jobs, social equity and inclusion as well as the aims of EU's strategic framework for education and training. Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- reducing unemployment, especially among young people;
- promoting adult learning, especially for new skills and skills required by the labour market;
- encouraging young people to take part in European democracy;
- supporting innovation, cooperation and reform;
- reducing early school leaving;
- promoting cooperation and mobility with the EU's partner countries.

Opportunities for Individuals

For nearly 30 years, the EU has funded the Erasmus programme, which has enabled over three million European students to spend part of their studies at another higher education institution or with an organisation in Europe. Erasmus+ brings such opportunities to all - students, staff, trainees, teachers, volunteers and more. It's not just about Europe or Europeans either - with Erasmus+ people from all over the world can access opportunities.

The mobility activities supported under Erasmus+ are meant to produce one or more of the following outcomes:

- improved learning performance;
- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language and digital competences;
- enhanced intercultural awareness;
- more active participation in society;
- enhanced positive interactions with people from different backgrounds;
- better awareness of the European projects and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

Students

Studying abroad is a central part of Erasmus+ and has been shown to have a positive effect on later job prospects. It is also an opportunity to improve language skills, gain self-confidence, independence, and immerse you in a new culture. Erasmus+ also offers the chance to combine studying abroad with a traineeship.

Studying abroad

Erasmus+ can offer you support during your period of study abroad: whether this is in an Erasmus+ Programme country or in a Partner country. Erasmus+ helps organise student and doctoral candidate exchanges within Erasmus+ Programme countries and to and from Partner countries. By studying abroad with Erasmus+, you can improve your communication, language and inter-cultural skills and gain soft skills highly valued by future employers. You can also combine your period spent studying abroad with a traineeship to gain work experience - ever more important when starting out on the job market.

Opportunities to study abroad are available to students at Bachelor and Master levels and Doctoral candidates. Master students taking a full degree abroad (up to two years) may be able to benefit from an EU-guaranteed Erasmus+ Master Loan.

Duration

Your study period abroad can last from a minimum of 3 months (trimester) or 1 academic term to a maximum of 12 months. You can benefit of an exchange abroad with Erasmus+ multiple times, either as a student or as a trainee, but your total time abroad (study abroad periods included) may not exceed 12 months within one cycle of study. "Cycle" refers to the level of study as defined by the European Qualifications Framework (EQF):

- First cycle (Bachelor or equivalent) EQF – 5/6
- Second cycle (Master or equivalent) EQF 7
- Third cycle (Doctoral or equivalent) EQF 8

For "one-cycle" courses you can go abroad with Erasmus+ for as long as 24 months. You can also go for a traineeship abroad as a recent graduate. In this case, your traineeship must occur within one year of your graduation and you must apply while still being enrolled in your higher education institution. This opportunity is open for students registered in a higher education institution holding an Erasmus+ Charter for Higher Education. Your traineeship must be relevant for your degree-related learning and personal development needs and, wherever possible, be integrated in your study programme. You may carry out a traineeship at any organisation in an Erasmus+ Programme Country (with the exception of EU institutions, bodies and agencies).

Conditions

To study abroad within Erasmus+, you must be registered in a higher education institution and enrolled in studies leading to a recognised degree or tertiary-level qualification. For students in the first cycle, you need to be at least in the second year of your studies. Your period of study abroad must be relevant for your degree-related learning and personal development needs, and be part of the study programme that you are following. Your home institution and the receiving institution must have an Inter-institutional agreement between them for you to study there with Erasmus+. Both institutions must also hold the Erasmus Charter for Higher Education (if they are in Programme countries). Institutions from Partner countries commit to the principles of the Charter when signing the inter-institutional agreements.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

2.4 Lexis

2.4.1 Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.

2.4.2 Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.

2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:.....
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Addressee:.....
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Main issues.....
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Novelty:.....
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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

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4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		****	5		1		3		
2	1.2		****	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		****	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	***	2		1		2		
8		2	*	2		1		1		
9		3	****	3		1		3		
10		4	****	3		1		3		
11		5	*****	5		1		5		
12		6	****	3		1		2		
13		7	**	2		1		2		
14		8	****	3		1		3		
15	2.4.1		****	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	****	10		1		3		
19		3	*****	30		1		4		
20		4	****	10		1		3		
21		5	*****	10		1		4		
22	2.6		****	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		****	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

apply (*v*)

convergence (*n*)

cooperation (*n*)

degree-related learning

development (*n*)

doctoral candidate (*n*)

education (*n*)

encourage (*v*)

enhance (*v*)

experience (*n*)

higher (*adj*)

inclusion (*n*)

individual (*n*)

inter-institutional agreements

opportunities (*n*)

participate (*v*)

personal growth

promote (*v*)

recognised degree

study programme

support (*n, v*)

tertiary-level qualification

traineeship (*n*)

training (*n*)

unemployment (*n*)

звертатися, подавати заяву

зближення

співпраця

навчання, пов'язане зі ступенем

розвиток

докторант

освіта

заохочувати, підтримувати

підсилювати, збільшувати

досвід

вищий

включення

людина, особа

міжінституційні угоди

можливості

брати участь

особистісне зростання

сприяти, просувати

визнаний ступінь

курс/ програма навчання

підтримка, підтримувати

кваліфікація вищої освіти

стажування

навчання, підготовка

безробіття

Section 2. Individual research work within HEIs

7. INDIVIDUAL RESEARCH WORK

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is the core characteristic that defines student research within a scientific field?
2	What are some of the additional benefits that students can experience through conducting research?
3	What is the fundamental structure often used when conducting research?
4	What are the major steps in conducting research?
5	What is the purpose of a literature review in the research process?
6	How does the literature review typically lead to the formulation of a research question?
7	What are the three broad categories under which student research is defined?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	showcase		9	experience	
2	to evaluate		10	relying	
3	confident		11	reward	
4	circumstances		12	to provide	
5	cutting-edge research		13	opportunities	
6	to include		14	supposition	
7	undergraduate		15	engenders	
8	involvement		16	avenues	

Student's research is the exploration of a specific topic within a scientific field that makes an original contribution to the discipline. It is a fairly recent concept in the academic community with roots in the twentieth century.

The creation of Students' Research Opportunities Program in 1969 encouraged an explosion in popularity. Student's research programs were fairly common by the 2000s. Students may work on their own, collaborate with faculty members, or seek enrolment in a research programme within their field. Both faculty members and students experience advantages and disadvantages when collaborating on research. This research can be conducted in the different sciences (for example, biological, physical, technical, humanities, etc.). **The research approach differs depending on the field and the focus.** Student's research is often required for acceptance into graduate and professional schools.

Student's research is defined broadly to include scientific inquiry, creative activity, and scholarship. A research project might result in a musical composition, a work of art, an agricultural field experiment, or an analysis of historical documents, etc. The key is that the project produces some original work. There are many benefits to student's research including, but not limited to, real world applications, research and professional experience, and better relationships with faculty and peers. Through coursework and out-of-class experiences, students described learning to work and think independently, to take responsibility for their own learning, and to take initiative to solve problems on their own rather than relying on experts for the answers. In addition, institutions find value in promoting student's research to recruit and retain students and to prepare them for graduate studies. Student research "day" is an effective way to showcase the effective of learning and teaching through research.

Student's research provides opportunities for independent research, professional student/teacher relationships, and experience in the field of study. The research is a tool for students to gain knowledge about their field using their own methods and not relying on a professor or supervisor to walk them through the study. Independent research will help students feel confident and competent when performing tasks in their future career. The results of the research can sometimes be published in peer-reviewed venues, such as an undergraduate research journal dedicated specifically to such work, or in traditional academic journals with the student as a coauthor.

Both students and teachers recognize the benefits of student's research. Teachers were surveyed. They listed benefits such as opportunities to work and think independently, learning through reading literature and communication, increased problem solving skills, and an appreciation of what scientists do. Student responses from this study included an enhancement of professional or academic credentials, as well as the clarification of a career path. Students value the benefit from a good relationship with a research supervisor and expert guidance from a mentor. The greatest benefit to both professor and student is the personal guidance and knowledge shared between the two – far greater a reward than fancy equipment or a diploma.

Academic members involved in undergraduate research perform two different roles. They may act as primary researchers who lead the investigation and provide support for students, and in other circumstances, student's research is led by the student. In this case, the academic member acts as an advisor to keep students on track and provide assistance when needed.

Students' involvement in research may increase efficiency as well as provide other skill sets. Many academic institutions focus on professors' role as teacher, administrator and research supervisor. Some professors report that working with students on the research gives them the personal satisfaction

of helping students grow and professionally develop. Showcasing students' research at undergraduate conferences highlights the hard work of the students and their faculty mentors. Academic members might also become better teachers due to their work on cutting-edge research. Taking part in student's research can help professors in the long run because the students they work with can continue the research in the future as postgraduate students. Universities might also give more funding to professors' research if they work with the students as a research project team.

Steps in conducting research.

Research is often conducted using the hourglass model structure of research. The hourglass model starts with a broad spectrum for research, focusing in on the required information through the method of the project, and then expands the research in the form of discussion and results. The major steps in conducting research are:

- Identification of research problem
- Literature review
- Specifying the purpose of research
- Determining specific research questions
- Specification of a conceptual framework, sometimes including a set of hypotheses
- Choice of a methodology (for data collection)
- Data collection
- Verifying data
- Analysing and interpreting the data
- Reporting and evaluating research
- Communicating the research findings and, possibly, recommendations

The steps generally represent the overall process; however, they should be viewed as an ever-changing iterative process rather than a fixed set of steps. Most research begins with a general statement of the problem, or rather, the purpose for engaging in the study.

The literature review identifies flaws or holes in previous research which provides justification for the study. Often, a literature review is conducted in a given subject area before a research question is identified. A gap in the current literature, as identified by a researcher, then engenders a research question. The research question may be parallel to the hypothesis. The hypothesis is the supposition to be tested. The researcher(s) collects data to test the hypothesis. The researcher(s) then analyzes and interprets the data via a variety of statistical methods, engaging in what is known as empirical research. The results of the data analysis in rejecting or failing to reject the null hypothesis are then reported and evaluated. At the end, the researcher may discuss avenues for further research. However, some researchers advocate for the reverse approach: starting with articulating findings and discussion of them, moving "up" to identification of a research problem that emerges in the findings and literature review. The reverse approach is justified by the transactional nature of the research endeavor where research inquiry, research questions, research method, relevant research literature, and so on are not fully known until the findings have fully emerged and been interpreted.

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10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
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adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

academic (<i>adj</i>)	академічний
approach (<i>n</i>)	підхід
acceptance (<i>n</i>)	прийняття, визнання
advantages (<i>n</i>)	переваги
broadly (<i>adv</i>)	широко, загалом
collaborate (<i>v</i>)	співпрацювати
common (<i>adj</i>)	поширений
community (<i>n</i>)	спільнота
concept (<i>n</i>)	концепція
conduct (<i>v</i>)	проводити
contribution (<i>n</i>)	внесок
different (<i>adj</i>)	різний
disadvantages (<i>n</i>)	недоліки
discipline (<i>n</i>)	дисципліна
encourage (<i>v</i>)	заохочувати
exploration (<i>n</i>)	дослідження
explosion (<i>n</i>)	вибух
faculty (<i>n</i>)	факультет
graduate (<i>n</i>)	випускник
inquiry (<i>n</i>)	розпитування, дослідження
original (<i>adj</i>)	оригінальний
popularity (<i>n</i>)	популярність
professional (<i>adj</i>)	професійний
required (<i>adj</i>)	необхідний, обов'язковий
roots (<i>n</i>)	коріння
specific (<i>adj</i>)	конкретний, специфічний
transactional (<i>adj</i>)	транзакційний

8. MASTERS RESEARCH PROJECTS:

WHAT TO EXPECT AND HOW TO PREPARE

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is the main difference between Masters coursework and Masters research project?
2	Why is it important to ask the right questions in a research project?
3	What are some purposes of a Masters research project?
4	What is the difference between a research project and a thesis?
5	What are the key steps involved in developing a research project?
6	Why is conducting a literature review an essential part of the research process?
7	Which advice can you give for preparing and writing a Masters research project?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	multifaceted		9	endeavour	
2	to contribute		10	to delve	
3	feasibility		11	breaking	
4	exploration		12	to emphasise	
5	in-depth		13	extensive	
6	to be daunting		14	citation	
7	throughout		15	conclusion	
8	rewarding		16	embarking	

Embarking on a Masters degree is an academic journey that often ends with a research project. This in-depth exploration into a specific topic or area of interest is a rite of passage for many postgraduate students, and can be both a challenging and rewarding endeavour.

Unlike Masters coursework, which imparts foundational knowledge and develops or expands skill sets, an academic research project or dissertation is an opportunity for students to delve deeply into a specific area within their field of study. It involves original research and the application of theoretical concepts to address specific research questions. But good research isn't just about finding answers – it's about asking the right questions and pushing the boundaries of knowledge.

What is the purpose of a Masters research project?

The purpose of a Masters research project is multifaceted. It showcases understanding of the subject matter and also demonstrates an ability to conduct independent research. This process hones critical thinking skills, cultivates a deep understanding of research methodologies and contributes valuable insights to the academic community. You should understand the difference between a research project and a thesis. In the United Kingdom, a research project or dissertation is typically undertaken at the end of a Masters degree, while a thesis is typically undertaken during PhD studies. But both offer an opportunity to conduct extensive, in-depth exploration of a research question.

A step-by-step guide to developing a research project.

Beginning a research project can be daunting. The task ahead requires extensive planning and exhaustive research before the writing even begins. Breaking the project down into smaller pieces can help to make it more manageable.

Step 1: Choose a research topic.

Identify an area of interest within your field of study for the research proposal. This might be a current issue in the field or perhaps a more theoretical problem. At this stage, it helps to explore existing literature to understand gaps in knowledge and research, and to identify potential research ideas. Then, narrow down the focus based on personal interest as well as feasibility.

Step 2: Formulate a research question.

Develop a clear and concise research question that encapsulates the essence of the project and the research aims. Ensure the question is researchable, relevant, and will contribute to the existing body of knowledge in the field.

Step 3: Conduct a literature review.

Explore relevant journal articles, books and other scholarly sources, and analyse existing literature to identify key theories, methodologies and any gaps in knowledge.

Step 4: Develop a research plan.

Outline the scope, objectives and timeline for the research project. This step also includes specifying the research design, methodology and data collection techniques such as focus groups or questionnaires.

Step 5: Data collection.

Implement the research plan by collecting data and conducting research using appropriate methods. Ensure ethical considerations are adhered to throughout the data collection process.

Step 6: Data analysis.

Use qualitative research and/or quantitative research methods based on the project's specifications, and then interpret the findings to address the research hypotheses or questions.

Step 7: Write the research paper.

Structure the paper with clear sections such as an introduction, literature review, methodology, results, discussion and conclusion. **Remember to ensure proper citation of sources and adherence to academic writing conventions and styles.**

Advice on preparing and researching for a Masters research project.

There are a number of ways to ease the pressure during the pre-writing stages of a research project:

- **Start early.** Begin as early as possible to allow ample time for each stage. Early planning minimises stress and allows for thoughtful consideration of research ideas.
- **Seek guidance.** Consult with any dedicated academic advisors regularly. Seek feedback on the research question, the methodology and overall progress.
- **Use resources wisely.** Leverage the university's libraries, databases and online resources for comprehensive literature reviews, and attend workshops and seminars to enhance research skills.
- **Stay organised.** Implement effective project management techniques. Keep meticulous records of the research process including data collection and analysis.

Tips for writing a Masters research project.

After all the preparation, planning and research are underway, it's time to start thinking about writing. This process can be time-consuming but can be made more straightforward by:

- ***Crafting a compelling introduction.*** Clearly outline the significance of the research through introducing the research question and justifying its relevance.
- ***Ensuring a thorough literature review.*** Synthesise existing literature to provide a solid foundation for the research. Highlight gaps and justify the need for the study.
- ***Establishing and maintaining methodological rigour.*** Clearly articulate research design and methodology. Justify the choice of methods and demonstrate their appropriateness.
- ***Creating a clear results section.*** Present findings with clarity and precision. Use tables, charts and graphs to enhance data visualisation.
- ***Building a coherent discussion section.*** Interpret results in the context of existing literature in order to discuss the implications of the findings and propose avenues for further research.
- ***Planning for a solid conclusion.*** Summarise the key contributions of the research and emphasise the significance of the findings in the broader field of study on the topic.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

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2.4.1 Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.

2.4.2 Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.

2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....

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Relevance:.....

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Addressee:.....

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Main issues.....

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Novelty:.....

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Methodology:.....

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Theoretical significance:.....

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Practical significance:.....

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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

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4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		***	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
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24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

academic (<i>adj</i>)	академічний
research advisor	науковий керівник
analysis (<i>n</i>)	аналіз
citation (<i>n</i>)	посилання, цитування
concept (<i>n</i>)	концепція
contribution (<i>n</i>)	внесок
coursework (<i>n</i>)	курсова робота
data collection (<i>n</i>)	збір даних
embark (<i>v</i>)	розпочинати
emphasise (<i>v</i>)	підкреслювати, наголошувати
findings (<i>n</i>)	результати
formulate (<i>v</i>)	сформулювати
gap (<i>n</i>)	прогалина
hypothesis (<i>n</i>)	гіпотеза
identify (<i>v</i>)	визначити, ідентифікувати
implication (<i>n</i>)	наслідок, значення
insight (<i>n</i>)	розуміння, проникнення
literature review (<i>n</i>)	огляд літератури
manageable (<i>adj</i>)	посильний
methodology (<i>n</i>)	методологія
objective (<i>n</i>)	мета, завдання, прагнення
relevant (<i>adj</i>)	доречний, актуальний
research (<i>n</i>)	дослідження
rewarding (<i>adj</i>)	винагороджуючий, корисний
scope (<i>n</i>)	обсяг, сфера
timeline (<i>n</i>)	графік, часові рамки
undertake (<i>v</i>)	починати, здійснювати

9. HOW TO MAKE A PROJECT SUCCESSFUL

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column “I know”.

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is the biggest challenge you face at the beginning of any new project?
2	Whom do we call a winner and a loser in this context?
3	What is the biggest limitation to your ability to conquer problems?
4	What does the slogan “Divide and conquer” mean?
5	Do you expect your supervisor must solve all your problems?
6	Who keeps promising a great thing in the future but has nothing to show now?
7	Why are changes and mid-course corrections normal, expected, and healthy?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	challenge		9	to make sense	
2	at the onset		10	intermediate data	
3	to tackle a problem		11	insight into	
4	pointer		12	redirection	
5	to show respect		13	to make priorities	
6	to offer excuses		14	overall goals	
7	to get around		15	weak link	
8	to keep track		16	to gain confidence	

Don't get hung up trying to understand everything at the outset.

The biggest challenge you face at the onset of any new project is that there is a huge (seemingly overwhelming) amount of stuff you need to know to tackle your problem properly. This phenomenon is true both for the beginning researcher, and for any research project. So learning how to cope with this challenge is an important skill to become a good researcher. First of all, blocking your action and progress while waiting for complete knowledge is the road to failure.

Coping mechanisms employed by winners include:

- prioritizing (what do I need to know most?)
- reading (everything made available to you, and seek out more; but don't put months of reading between you and getting started doing things.)
- multithreading (is there another item or path I can productively pursue?)
- pursuing multiple, possible solution techniques (maybe some have easier paths than others)
- wishful thinking (ok, let's assume this sub problem is solved, does that allow me to go on and solve other problems?)
- pester people who might have some of the information you need (start by getting them to give you pointers to things you can use to help yourself. Show respect for their time and always study the resources you've been given before asking for a personal explanation.)
- propose working models - maybe they are wrong or different from others, but they give you something to work with and something concrete to discuss and compare with others. **You will refine your models continually, but it's good to have something concrete in mind to work with.**

Losers will stop the first time they run into something they don't know, cannot solve a problem, or encounter trouble slightly out of what they consider "their part" of the problem and then offer excuses for why they cannot make any progress.

Winners consider the whole problem theirs and look for paths around every hang-up.

Losers make sure there is someone or something to blame for their lack of progress.

Winners find ways to make progress despite complications.

Losers know all the reasons it cannot be done.

Winners find a way to do it.

Communicate and Synchronize Often. Of course, when you do have to build your own models, solve unexpected problems, make assumptions, etc. do make sure to communicate and synchronize with your fellow researchers. Do they have different models from yours? What can you learn from each others' models and assumptions? **Let them know what you're thinking, where you're stuck, and how you're trying to get around your problems.**

Decompose. The whole problem often seems overwhelming. Decompose it into manageable pieces. Tackle the pieces one at a time. Divide and conquer.

Be Organized. The biggest limitation to our ability to conquer problems is complexity. You need to work continually to structure the problem and your understanding of it to tackle the inherent complexity. Keep careful track of what you have done and what you need to do. Make lists; write it

down; don't rely on your memory (or worse, yet, your supervisor's memory) to hold all the things you need to do and all the intermediate issues you need to address.

Prioritize. Make priorities in your efforts and check your priorities with your supervisor. A common occurrence is for your supervisor to ask you to do A, forget about it, and then ask you to do B before you could possibly have finished A. If you are uncertain on whether B should take priority over A, definitely ask. Sometimes it will, but often it won't, and your supervisor will be glad that you reminded him you were busy solving A. Keep track of B, and when you finish A, see if B still makes sense to pursue.

Realize that your supervisor is busy. Your professor or supervisor is busy. Do not expect him to solve all your problems. Find out what he has thought about and suggests for a starting point and work from there. But, realize there may become a time when you have put more quality thought into something than he has (and this will happen more and more often to you as you get into your work). So, when you think you see or know a better way to solve a problem, bring it up. In an ideal scenario this is exactly what should happen. Your supervisor gives you the seed and some directions, then goes off to think about other problems. You put in concentrated time on your problem and ultimately come back with more knowledge and insight into your problem than your supervisor.

Demonstrate progress. This allows your supervisor to offer early feedback and to help you prioritize your attention - this will often help you both make mid-course corrections. Change and redirection is normal, expected, and healthy (since it is usually a result of greater knowledge and understanding).

Don't turn problems (subtasks) into research problems unnecessarily. Often you'll run into a subtask with no single, obviously right solution. If solving this piece right is a key to the overall goals, maybe it will be necessary to devote time to studying and solving this sub problem better than it has ever been solved before. However, for most sub-problems, this is not the case. You want to keep focused on the overall goals of the project and come up with an "adequate" solution for this problem. In general, try to do the obvious or simple thing, which can be done expediently. Make notes on the possible weaknesses and the alternatives you could explore should these weakness prove limiting. Then, if this does become a bottleneck or weak link in the solution chain, you can revisit it and your alternatives and invest more effort exploring them.

Learn to solve your own problems

In general, in life, there won't always be someone to turn to who has all the answers. It is vitally important that you learn how to tackle all the kinds of problems you may encounter. Use your supervisors as a crutch or scaffolding only to get yourself started. Watch them and learn not just the answers they help you find, but how they find the answers you were unable to obtain on your own. Strive for independence. Learn techniques and gain confidence in your own ability to solve problems now.

2 Reading

2.1 Scanning. *Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).*

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4 Self-evaluation

4.1 Complete the table

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TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

blame (v)

bottleneck (n)

bring up to (v)

cope with (v)

crutch (n)

encounter (v)

feedback (n)

get around (v)

give the seed

hang-up (n)

hang-up (v)

inherent (adj)

insight (n)

intermediate (adj)

keep track

lack (n)

manageable (adj)

multithreading (n)

onset (n)

overwhelming (adj)

pester (v)

prioritize (v)

pursue (v)

refine (v)

scaffolding (n)

seek out (v)

stick (stuck) (v)

звинувачувати

слабке місце, проблема

доводити (що-н.) до необхідного рівня

справлятися з

підпора, милиця

стикатися

відзив, відгук

уникати, знайти вихід

давати поштовх

проблема

гаятися, відкладати

притаманний

проникнення до суті

проміжний

стежити

відсутність

керований

пошук паралельних рішень

початок

приголомшливий

діймати

віддавати пріоритет

розглядати (питання)

удосконалювати

риштовання

шукати; намагатися знайти

застряти, загрузнути

10. ACADEMIC PAPERS

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know...	I have learnt...

1.3 If you know answers to these questions write them down in the space given after each question.

1	What kinds of written texts can you name?
2	Who does academic writing?
3	What must you do first when you write a scientific paper?
4	What does the author cover when he or she writes an academic paper?
5	How does written language differ from oral one?
6	What is the most frequent kind of document written in engineering?
7	What is the goal of a scientific article?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	particular		9	linking words	
2	informed argument		10	up-to-date sources	
3	digressions		11	claim	
4	review		12	to facilitate	
5	complexity		13	intimidating	
6	emphasis		14	distinguish	
7	describing		15	significance	
8	coherent		16	assumption	

Studying at university generally requires you to submit a variety of written texts like research essays, reports and articles for scientific journals. Now that you are at university you are part of a community of scholars and now you will be engaged in activities that scholars have been engaged in for centuries: conferences, workshops, seminars. The first thing that you'll need to understand is that writing in university is for the most part a particular kind of writing, called "academic writing." While academic writing might be defined in many ways, there are three concepts that you need to understand before you write your first academic paper.

1. When you write an academic paper, you must first try to find a topic or a question that is relevant and appropriate. Secondly, understand that your paper should be of interest to other students and scholars. You must always aim to write something that your readers will find useful.
2. Academic writing should present the reader with an informed argument, which should be analytical rather than personal. To construct an informed argument, you must first try to sort out what you know about a subject from what you think about a subject.
3. Academic writing is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain.

In academic writing, the author covers the selected topic from an authoritative point of view. Simply describing a topic without the questions does not qualify as "academic writing."

The first step you take is defining a research question that requires the student to consult existing information on the topic. The foundation of the research paper is the documented review of what is currently known about the topic. On this foundation the author constructs his/her perspective, e.g. how the topic may be understood more fully or differently from what is "currently known." The author's perspective may come from the use of more extensive or more up-to-date sources than had been available to previous scholars, or by interpreting the details of these sources differently from how other scholars have done. Totally new information may also be created to 'test' or 'confirm' questions arising in the paper.

In a well-done academic paper you are expected to write clearly and intelligently. Never try to impress your audience by using terms that you didn't take the time to understand. An additional characteristic of academic writing is the use of relatively cautious or 'qualified' language, especially when documenting claims of new knowledge. Academic writing is relatively formal. In general this means that you should avoid colloquial words and expressions. In academic writing, facts and figures are given precisely. Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. **This means that the main emphasis should be on the information that you want to give and the arguments you want to make.**

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer to make it clear to the reader how the various parts of the text are related. That can be done by the use of different linking words and structures. The focus is clear, formal-register language, which will be unambiguous regardless of the variety of English used by the paper's international readership. Numbers, currency designators, units of measurement, etc. must be written in full.

In academic writing you must be responsible for, and must be able to provide evidence and justification for any claims you make. Don't confuse evidence, assumption, and opinion. There are different types of academic papers but the ones you'll really come up with as a university student are reports and articles.

Reports. *Familiarity with different types of reports such as laboratory, progress, site, feasibility, and proposal reports is important. Regardless of variations, however, the goal of most reports remains the same: document your findings and communicate their significance. The most frequent kind of document written in engineering is a lab report. A good lab report does more than presents data; it demonstrates the writer's comprehension of the concepts behind the data. Merely recording the expected and observed results is not sufficient; you should also identify how and why differences occurred, explain how they affected your experiment, and show your understanding of the subject. You still need to organize your ideas carefully and express them coherently.*

Scientific Article. In the scientific article the writer's goal is to present his or her findings and persuade the readers with his or her interpretation of the data.

Both journal articles and reports are divided into sections, each with a specific purpose. Although every piece of academic writing will have its own peculiar features, a generic scientific article and report would include the following:

Title: A well-written title gives information about the research. The names of all scientific contributors are usually listed immediately after the title. By convention, the scientist who performed most of the work described is listed first, while the last author is usually a senior scientist who secured funding for the work and who runs the lab in which it was performed.

Abstract: Sometimes this part is called “summary” because it must concisely describe the experimental question, the general methods and the major findings and implications of the experiments. It is generally limited to 250 words. A well-written abstract will include likely “search words” because searching databases is a major way scientists find articles of interest.

Introduction: The central experimental question and important background information are presented in this section. Relevant and established scientific knowledge is cited in this section and then listed in the References section at the end. Introductions are intended to lead the reader to understand the authors' hypothesis and means of testing it.

Materials and Methods: All experimental procedures and reagents are described in detail sufficient for another researcher to reproduce the findings. This section must be accurate and complete if the discoveries are to be validated and then extended by others.

Results: The data are presented in this section, giving other scientists an opportunity to judge their merit. The findings are described with words and also illustrated using figures and tables. **Figures are used to facilitate the interpretation of the data and have accompanying explanations.**

Discussion: In this section, authors may present a model or idea they feel best fits their data. They also present the strengths and significance of their data. Sometimes “Results and Discussion” are combined into one section, but when they are separated a reader can easily distinguish the data collected from the authors' interpretation of it. References: Scientific progress builds on existing knowledge, and previous findings are recognized by directly citing them in any new work. The citations are collected in one list, commonly called “References”.

Conclusion can be very short in most cases. Simply state what you know now for sure, as a result of your research and justify your statement. You might also state significance and suggest further research here.

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#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				$VL_{\max}$	VL_i	$EX_{\max}$	EX_i	$AC_{\max}$	AC_i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		***	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
22	2.6		***	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

abstract (*n*)

assumption (*n*)

authoritative (*adj*)

citation (*n*)

coherently (*adv*)

comprehension (*n*)

conclusion (*n*)

digression (*n*)

designator (*n*)

evidence (*n*)

existing (*p*)

explicit (*adj*)

facilitate (*n*)

formal-register (*adj*)

infer (*v*)

linear (*adj*)

merit (*n*)

persuasively (*adv*)

reagent (*n*)

reference (*n*)

sort out (*v*)

submit (*v*)

subordinate clause (*n*)

sufficient (*adj*)

state (*v*)

unambiguous (*adj*)

validated (*pp*)

огляд, анотація

припущення

авторитетний, надійний

цитата, висловлювання

зв'язно, зрозуміло, послідовно

розуміння

висновок

відхилення, відступ

зазначення

підстава, доказ

існуючий

повністю висловлений, точний

сприяти

загальноприйнятий

робити висновок, мати на увазі

лінійний, вузький

гідність, заслуга

переконливо

реактив

виноска, згадування

відбирати, сортувати

підкорятися

підрядне речення

достатній

стверджувати

недвозначний, чіткий

затверджений

11. AN ACADEMIC CONFERENCE

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What is an academic conference?
2	What do conferences usually consist of?
3	How many categories are academic conferences divided into?
4	What is the purpose of using visual aids?
5	Whom is the use of visual aids beneficial to?
6	What forms do visual aids take?
7	Why are visual aids the best way to convey your ideas?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	proceedings		9	panel discussion	
2	keynote speakers		10	complement	
3	workshop		11	to be encouraged	
4	participants		12	interaction	
5	to confer		13	to save time	
6	visual aids		14	to convince smb.	
7	to skip over		15	mutually beneficial	
8	to clarify points		16	at the mercy of smb.	

An academic conference. A conference is a meeting of people who "confer" about a topic. An academic conference or symposium is a conference for researchers to present and discuss their work. Conferences are usually organized either by a scientific society or by a group of researchers with a common interest. *Conferences are usually composed of various presentations, which are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually a conference will include keynote speakers (often, scholars of some standing, but sometimes individuals from outside academia). The keynote lecture is often longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions, round tables on various issues and workshops. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting.*

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be a single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time. Academic conferences fall into three categories: **1. the themed conference**, small conferences organized around a particular topic; **2. the general conference**, a conference with a wider focus, with sessions on a wide variety of topics. These conferences are often organized by regional, national, or international learned societies, and held annually or on some other regular basis; **3. the professional conference**, large conferences not limited to academics but with academically related issues. In some disciplines such as the sciences, presenters usually base their talk around a visual presentation that displays key figures and research results. Presentations and reports are ways of communicating ideas and information to a group. But unlike a report, a presentation carries the speaker's personality better and allows immediate interaction between all the participants. A report is the orderly presentation of the results of the research which seeks truth and interprets facts into constructive ideas and suggestions. A report is normally built on research that finds, develops, or substantiates knowledge. Once all the facts are collected, they are then organized and presented in a report designed to meet a need for specific information. A presentation is created in the same manner as a report, however, it adds one additional element — the human element.

A good presentation contains at least four elements:

- **Content.** It contains information that people need. But unlike reports, which are read at the reader's own pace, presentations must account for how much information the audience can absorb in one sitting.
- **Structure.** It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it.
- **Packaging.** It must be well prepared. A report can be reread and portions skipped over, but with a presentation, the audience is at the mercy of a presenter. A good presentation will be remembered much more than a good report because it has a person attached to it.

The goals of conference attendance. The two main reasons to attend a conference are to hear presentations and to converse with other researchers. Listening to presentations will inform you of what others are doing (sometimes more clearly than the paper), will inspire research ideas of your own, and will expose you to different styles of presentation.

Visual presentations. Visual aids provide several ways to communicate with an audience during a presentation. They can supplement speeches and improve the success rate of the presentation. Prepare

them well in advance, edit and proof them, and be sure to keep them neat and clean. **Before any presentation, make sure the room will provide or accommodate the necessary equipment and everyone who is attending.** Visual aids can be powerful tools for effective communication. You are encouraged to use them whenever they might enhance a speech. They have five important benefits:

- they increase understanding (information is ingested through your eyes – not your ears);
- they save time (information, that is presented visually is received and processes faster than a verbal message);
- they enhance retention;
- they promote attentiveness;
- they help control nervousness (displaying visual aids gives you purposeful physical activity that lets your body process nervous energy without distracting the audience).

A visual aid is an object or representation that may be used to clarify or enhance understanding of a concept or process. The best way to ensure success in learning is to present information in different formats for different learners. Visual aids help your presentation make things happen. Visual aids help you reach your objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce your message, clarify points, and create excitement. Visual aids involve your audience and require a change from one activity to another: from hearing to seeing. The use of visual aids is mutually beneficial to the audience and you. Visual aids can take many forms and be presented in many formats: physical objects, white boards, charts and posters, flip charts, overhead transparencies, computer presentations, e.g. PowerPoint. They add impact and interest to a presentation. With pictures, the concepts or ideas you present are no longer simply words - but words plus images. In demonstrations and group discussions, visual aids may be projected onto a screen, pasted to a board on an easel or displayed on a television. Visual aids may appear in texts and in handouts.

Posters. Posters are used to promote and explain research work. They are typically shown during conferences, either as a complement to a talk or scientific paper, or as a publication. They are of lesser importance than actual articles, but they can be a good introduction to a new piece of research before the paper is published.

Slides. Slides, either real or electronic, are used in presentations for a number of different purposes. Some people use them to lull their audience to sleep, while others use them to keep their audience awake.

PowerPoint presentations. They consist of a number of individual pages or "slides". Slides may contain text, graphics, sound, movies, and other objects. PowerPoint, however, facilitates the use of a consistent style in a presentation using a template or "Slide Master". Visual presentations are simply one of the best ways to convey your ideas and to convince your audience. The famous psychologist Albert Mehrabian showed that the way people take in information during a presentation is 55% visual, compared to 38% vocal and only 7% through text.

2 Reading

2.1 Scanning. *Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).*

2.2 Skimming. *Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).*

2.3 Grammar. *State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.*

2.4 Lexis

2.4.1 *Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.*

2.4.2 *Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.*

2.5 Abstracting. *Write an abstract using the algorithm proposed in the Tips.*

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:.....
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Addressee:.....
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Main issues.....
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Novelty:.....
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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		****	5		1		3		
2	1.2		****	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
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7	2.3	1	***	2		1		2		
8		2	*	2		1		1		
9		3	****	3		1		3		
10		4	****	3		1		3		
11		5	*****	5		1		5		
12		6	****	3		1		2		
13		7	**	2		1		2		
14		8	****	3		1		3		
15	2.4.1		****	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	****	10		1		3		
19		3	*****	30		1		4		
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21		5	*****	10		1		4		
22	2.6		****	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		****	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

bundle (v)

clarify (v)

complement (n)

confer (v)

content (n)

converse (v)

convey (v)

easel (n)

encourage (v)

enhance (v)

facilitate (v)

former (adj.)

handout (n)

ingest (v)

lull (v)

pace (n,v)

panel (n)

paper (n)

proceedings (n)

retention (n)

sequence (in time) (v)

standing (n)

submit (v)

substantiate (v)

transparency (n)

at the mercy (of smb)

flip chart (n)

об'єднувати

роз'яснювати, проясняти

додаток

обговорювати

зміст, суть

спілкуватися

виражати (думку)

стіл-екран

підтримувати, заохочувати

посилювати, поліпшувати

допомагати, полегшувати

перший (з двох названих)

рекламний проспект

засвоювати знання

заколисувати, заспокоювати

ритм, темп; задавати темп

секція, нарада

наукова доповідь, стаття

праці, записки (наук. тов-ва)

збереження у пам'яті

розраховувати за часом

репутація, становище

вносити на розгляд

підтверджувати

діапозитив, слайд

під контролем

лекційний плакат

12. TEAM WORK

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	What groups/ teams/ committees do you belong to?
2	How can tasks be achieved by teams?
3	Are the teams made up of people with similar personalities successful? If not, why?
4	What roles can be in the team?
5	What team roles has Meredith Belbin identified?
6	What is a well-balanced team?
7	What stages does the typical team go through?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	team roles		9	to achieve the task	
2	effective team		10	chairman	
3	holistic synergy		11	shaper	
4	common purpose		12	resource investigator	
5	personality profile		13	deadline	
6	task performance		14	to cancel out	
7	ability		15	to overcome	
8	weakness		16	to evaluate	

We spend much of our life in groups that exist for a purpose. We are born into groups (families), we are educated in groups (classes), we play in groups (sports clubs), we worship in groups (congregations) and we work in groups (companies). Many of these groups overlap or are divided into further sub-groups. Some groups, like school classes, meet daily while others, like the quarterly Health and Safety committee, convene less frequently. Some are formal groups established by company structure, such as departments, committees and project groups while others are informal social groups.

In project work tasks can be achieved more easily by teams with a common purpose, rather than by individuals. Of course, it's important to develop team work through team building so as to get the best from the team. Dr Meredith Belbin has identified types of team members through his work in Henley Management College. He made a detailed observation of teams as they took part in a complex business simulation. He wanted to find out the best mix of people to make up an effective team. His work differs from previous studies in that it looks at the personality and disposition of the team members rather than their functional roles. Dr. Belbin carried out a series of world-wide psychometric tests over 7 years period. **The results of these tests led to the identification of the team roles.** Of all those managers tested, only 30% failed to fall into single clear role categories.

Using a Personality Inventory Belbin began to manipulate team membership according to personality profiles. He found that poor results are obtained when the teams are made up of people with similar personalities. Belbin created 'Apollo' teams made up from people of very high intellect. The 'Apollo' teams performed badly because the group members tended to cancel out rather than complement each other. These people may have been brilliant as individuals in intellectual debate but when they come together as a team, their discussions did not lead to effective task performance. He suggests therefore that the ideal team needs a mixture of personality types and abilities.

Belbin establishes that when people are put into a team situation, they take on attitudes which reflect the way they prefer to behave and interact over and above the roles required by their work function. He calls this their Preferred Team Roles.

Out of his work comes the notion of team balance. A mixture of roles within a team allows individual weaknesses to be overcome by the natural strengths of the other team members. **These teams produce a holistic synergy where the total of the team's efforts is greater than the sum of the individual parts.**

Meredith Belbin has identified **8 team roles**:

- a) the **implementer/company worker**, who converts the team's plan into something achievable;
- b) the **coordinator/chairman**, a confident member who sets objectives and defines team member's roles;
- c) the **shaper**, who defines issues, shapes ideas and leads the action;
- d) the **plant**, a creative and imaginative person who supplies original ideas and solves problems;
- e) the **resource investigator**, who communicates with the outside world and explores opportunities;
- f) the **monitor/evaluator**, who sees all the possibilities, evaluates situations objectively and sees what is realistically achievable;
- g) the **team worker**, who builds the team, supports others and reduces conflict;
- h) the **completer/finisher**, who meets deadlines, corrects mistakes and makes sure nothing is forgotten.

There are outward and inward roles.

Outward-looking: Preoccupation and orientation of these members is to the world outside the team. Generally these are the dominant members of a team: **Chairman; Plant; Resource investigator; Shaper.**

Inward-looking: These members are principally concerned with the world inside the team. Generally whilst not being submissive, these members are not especially characterized by dominance: **Company Worker; Monitor/Evaluator; Team Worker; Finisher.**

Outward and inward roles can be paired as follows: **Chairman - Company Worker; Plant - Monitor/Evaluator; Resource investigator - Team Worker; Shaper - Finisher.**

Ideally we should look for a well-balanced team. Absence of any role(s) obviously has a weakening effect but equally the presence of too many of one type can cause teams to fall. For example, with too many Plants many good ideas are generated but never translated into action. A team composed entirely of plants and shapers may look brilliant, but will be beaten by a full and balanced team. If your team has fewer than eight members they can double up where necessary and perform two functions instead of one, since people invariably have secondary roles. In other words you can operate an effective team with your people, if necessary.

The typical team goes through the series of stages:

- a) **forming:** the group is anxious and feels dependent on a leader; the group tries to discover how it is going to operate and what its 'normal' ways of working will be;
- b) **storming:** the atmosphere may be one of conflict between members, who may resist control from any one person; there may be the feeling that the task cannot be achieved;
- c) **norming:** at this stage members of the group feel closer together and the conflicts are forgotten; members of the group will start to support each other; there is increasingly the feeling that it is possible to achieve the task;
- d) **performing:** the group is carrying out the task for which it was formed; members feel safe enough to express differences of opinion in relation to others;
- e) **mourning:** the group's work is finished, and its members begin to have pleasant memories of their activities and achievements.

Every team needs a balance of team roles. The best balance will vary depending on the particular task or project being undertaken and the environment in which it is taking place.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

2.4 Lexis

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2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

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3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

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4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
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7	2.3	1	**	2		1		2		
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9		3	****	3		1		3		
10		4	****	3		1		3		
11		5	*****	5		1		5		
12		6	****	3		1		2		
13		7	**	2		1		2		
14		8	****	3		1		3		
15	2.4.1		****	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	****	10		1		3		
19		3	*****	30		1		4		
20		4	****	10		1		3		
21		5	*****	10		1		4		
22	2.6		****	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		****	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

anxious (*adj*)

attitude (*n*)

congregation (*n*)

convene (*v*)

disposition (*n*)

dominance (*n*)

establish (*v*)

fall (*v*)

frequently (*adv*)

increasingly (*adv*)

invariably (*adv*)

inward (*adj*)

monitor (*n*)

mourning (*n*)

norming (*n*)

outward (*adj*)

performing (*n*)

plant (*n*)

preoccupation (*n*)

shaper (*n*)

storming (*n*)

submissive (*adj*)

support (*v*)

undertake (*v*)

worship (*v*)

неспокійний

позиція, ставлення

релігійне братство

збиратися

розподіл обов'язків членів

команди

домінування

засновувати

розпадатися

часто, нерідко

більшою мірою

без винятків

спрямований усередину

«контролер»

стадія завершення

стадія врегулювання

спрямований назовні

стадія результативної роботи

«генератор ідей»

упередження

«організатор»

стадія конфлікту різних ідей

покірний

підтримувати

здійснювати

поклонятися

Section 3. Cross-cultural information

13. EDUCATION IN BRITAIN AND THE USA

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	When does the compulsory education in Britain and the USA begin?
2	How many terms are there in an academic year in a British and American university?
3	When do the students leave the secondary school in Britain/ in the USA?
4	What are the most well-known Universities in Britain/ in the USA?
5	What is the difference between British and American public schools?
6	How long does it take to get a Bachelor's degree in Britain?
7	Who sets the standards of school teaching in Britain/ in the USA?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	comprehensive		9	Master	
2	curriculum		10	deadline	
3	assessment		11	accommodation	
4	compulsory		12	to meet smb's need	
5	admission		13	well-rounded person	
6	governor		14	Bachelor	
7	to vary		15	tuition fee	
8	supervision		16	to set the standards	

Education in the UK

Education is a subject about which many British people care deeply. Most believe that the state should provide education free of charge and to a high standard.

An increasing number of children under 5 receive pre-school education.

Some go to playgroups several times a week, others go to a nursery school or kindergarten of a school.

Compulsory education begins at 5 and children attend primary school until they are 11, when they begin their secondary education at a state comprehensive schools, or at the private schools, the most expensive and prestigious of which are called public schools.

Most children go to state schools. These schools are grant-maintained, i.e. receive money direct from central government and are run by a board of governors consisting of parents and members of the public.

In state schools the subjects are taught according to “National Curriculum”, which also sets the standards to be achieved. Children do standard assessment tests (SATs) at ages of 7, 11 and 14. At 16 students take exams for the General Certificate of Secondary Education.

Some students go on to study for “A-levels” in three or four subjects. In case you pass your exams well you have a chance of going on to university. Students usually apply to several universities through UCAS (Universities and Colleges Admission Service) and receive offers of a place.

At most British universities the academic year is divided into three terms. Students study a main subject throughout their degree course, which is usually a mix of compulsory courses and electives. Teaching methods vary between universities. Most students have lectures and seminars and there are practicals. At some universities students have individual tutorials and supervisions.

Many students go to university and study for a bachelor’s degree that usually takes three years.

Most courses end with exams called finals. Some graduates go on to study for a further degree, often a master degree or a doctorate. Students must pay all of their own accommodation and living costs, and some of their tuition fees (since 1999 most have to pay £1000 a year).

Since 1990, the government has offered students loans to help the situation. The loans are between £3000 and £5000 per year. Students have to pay back their loans when they leave university, but not until their income reaches £10000 per year. The interest rates are low and there is no deadline for repayment.

Education in the USA

Although in general Americans prefer to limit the influence of government, this is not so where education is concerned.

All levels of government are involved in education and it is considered to be one of their most important responsibilities.

The federal government provides some money for education through the Department of Education. But the state and local government have direct control.

The federal government provides some money for education through the Department of Education. But the state and local government have direct control and are responsible for the education of students between the age of 5 and 18 or the years called kindergarten and the next five or six years, which are together called elementary school, and the next five or six years or grades seven to twelve are part of secondary school, and may be divided in different ways. In some places grades seven and eight are called junior high school. Other school systems have middle school, which lasts for three years. High school usually covers four years, from the ninth to the twelfth grades.

By some standards, American education seems to be very successful. Individual states have their own Boards of Education, which decide the curriculum and what students must have achieved before they can graduate from high school. Since control over education is mostly at local level, its quality varies greatly from place to place. There are many reasons for this but the most important is money. In general, the people who live in city centers tend to be very poor. Those with more money prefer to live in the suburbs. People in the suburbs pay higher taxes, so the schools there have more money to spend. Crime and violence are also serious problems in the inner cities, with some students taking weapons to school.

Most educational institutions in the USA are public, i.e. run by government, but there are some private schools which students pay a lot of money to attend. **Many private schools have a high reputation but the opposition to private schools is not so strong as in Britain.**

Public or private education is much less of an issue than the difference between inner city and suburban schools. Most parents who have money are likely to spend it not by sending their children to private schools but by moving to a suburb where the public schools are good.

About 45 % of Americans have some post-secondary or further education and over 20% graduate from a college or university. High school students who want to study at a college or university have to take a standardized test. Most colleges offer classes only for undergraduate students studying for a bachelor's degree.

Most famous universities include Harvard and Yale, but many others have good reputation. Large universities often put most emphasis on research.

The US academic year may be divided into two semesters. Students take courses in a variety of subjects, regardless of their main subjects, because the aim of the curriculum there is to produce well-rounded people with good critical skills. Students take four or five courses consisting of lectures, discussion sections and lab sessions, each semester. Students are given grades at the end of each course.

2 Reading

2.1 Scanning. *Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).*

2.2 Skimming. *Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).*

2.3 Grammar. *State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.*

2.4 Lexis

2.4.1 *Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.*

2.4.2 *Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.*

2.5 Abstracting. *Write an abstract using the algorithm proposed in the Tips.*

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:.....
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Addressee:.....
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Main issues.....
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Novelty:.....
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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

[illegible]

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
5	2.1		***	10		1		3		
6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
22	2.6		***	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

achieve (<i>v</i>)	досягати, добиватися
admission (<i>n</i>)	вступ
attend (<i>v</i>)	відвідувати
board (<i>n</i>)	рада
care (<i>v</i>)	піклуватись
costs (<i>n</i>)	витрати
deeply (<i>adv</i>)	глибоко
divide (<i>v</i>)	ділити
famous (<i>adj</i>)	славетний
income (<i>n</i>)	прибуток
increasing (<i>adj</i>)	зростаючий
involve (<i>v</i>)	залучати, втягувати
last (<i>v</i>)	тривати
level (<i>n</i>)	рівень
limit (<i>n</i>)	межа, ліміт
nursery (<i>n</i>)	дитячий садочок
offer (<i>n</i>)	пропозиція
poor (<i>adj</i>)	бідний
primary (<i>adj</i>)	початковий
private (<i>adj</i>)	приватний
provide (<i>v</i>)	забезпечувати
quality (<i>n</i>)	якість
reason (<i>n</i>)	причина
receive (<i>v</i>)	отримувати
research (<i>n</i>)	дослідження
responsibility (<i>n</i>)	обов'язок
secondary (<i>adj</i>)	середній
term (<i>n</i>)	семестр

14. WHAT ENGLAND GAVE TO THE WORLD

1. Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.5 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.6 If you know answers to these questions write them down in the space given after each question.

1	Do you know any famous inventions made in Ukraine?
2	What do you know about the most famous inventions of Britain?
3	What internationally played sport has Britain given the world?
4	Who patented the first steam engine?
5	What have Britain's scientists done to unravel the mysteries of nature?
6	What countries appeared owing to British empire?
7	What is British cultural influence in the world literature?

1.7 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	forefather		9	tribulation	
2	undergraduate		10	to invent	
3	to hit		11	to rival	
4	to kick		12	to owe	
5	to prompt		13	contemplation	
6	survey		14	to challenge	
7	newcomer		15	to warn	
8	trials		16	to exclude	

The American philosopher George Santayana warned, 'A country without a memory is a country of madmen'.

Britain really is great. These small isles off the western end of the Eurasian landmass have contributed far more to the well-being of the rest of humanity than any other country.

It is true Britain gave the world its most popular sport — football — which emerged in the 13th century in the north of England as a holy day game, and was given the modern rules in 1848 by undergraduates at Cambridge University.

But Britain has also given the world almost every other internationally played sport. If you can score points by hitting or kicking something, it was almost certainly invented by Britain's leisured classes, keen on exercise, team spirit and clear rules. Golf originated in Scotland in the 15th century. Cricket emerged 700 years ago, and evolved into the game we have today.

The French may have invented the nearly obsolete real tennis, but the Victorians created modern tennis. Britain's rain prompted indoor tennis, and table tennis was born. Harrow School gave the world squash; Rugby School gave the world rugby; the Duke of Beaufort copied the game Poona from the Indians and gave the world badminton; the Marques of Queensberry took bare-knuckle pugilism and turned it into modern boxing, complete with gloves.

Every time people play table tennis in China, football in Brazil, cricket in Pakistan or golf in Japan, they are enjoying Britain's gifts to the world.

The one thing we do say about British that they are a nation of inventors.

A recent survey by the Science Museum complained that 58 per cent of Britons didn't realize they invented trains, and 77 per cent didn't realize they invented jet engines. Britain's engineers helped to revolutionize the world by building railways across Europe, the Americas, Africa and Asia.

In 1698 the military engineer Thomas Savery patented the first steam engine (later improved by James Watt), while in 1821 Michael Faraday invented the electric motor. In 1876 the Scotsman Alexander Graham Bell invented the telephone; 50 years later John Logie Baird demonstrated television; and in 1989 Tim Berners-Lee invented the internet.

And so it goes on and on — the traffic light, the electromagnet, the underground train (which first ran near the site of the Edward Road), light bulbs, the pneumatic tyre (thanks, Mr. Dunlop), radar, the steel-ribbed umbrella, the thermos flask, the pocket calculator (thanks, Sir Clive), vaccination, penicillin and cloning (thanks, Dolly).

Britain's scientists have done more to unravel the mysteries of nature than any others. Of the four main forces of nature, Brits unraveled the mysteries of two — Newton with gravity and James Clerk Maxwell with electromagnetic radiation.

Darwin discovered evolution by natural selection, while Watson and Crick unpicked DNA. Of the three planets unknown to the ancients, two were discovered by the British. Sir William Herschel discovered Uranus in 1781, while in 1841 the Cambridge maths undergraduate John Adams, using orbit calculations, discovered Neptune (beating a French rival by a few months). Britain is second only to the US in the number of Nobel prizes it has won — twice as many as France and seven times as many as Italy and Japan.

Britain didn't just give the world industrialization, but the belief in economic and political liberty, in free markets and democracy, leading to the modern world's unprecedented affluence and freedom. Adam Smith, John Locke and John Stuart Mill won the arguments, and Britain's global influence spread them. Britain didn't invent democracy, but matured it over centuries and ensured that it became dominant.

Britain's greatest creations are the US, Canada, Australia and New Zealand, all stable, affluent, successful liberal democracies which have for more than a century been a magnet to the rest of the world. No other European country ever managed such an achievement. All stayed free of the tyrannies of fascism, communism and military dictatorship that benighted almost everywhere else.

With just 1 per cent of the world's population, Britain has united the world with a truly global language, allowing people to speak to people for the first time in history (French was little more than a language for elites). These islands make up less than a fifth of 1 per cent of the world's land area, and yet their capital dictates to the rest of the world its time zones and degrees of east and west.

Britain's cultural influence is far smaller than its scientific and political influence, but in the written word it is unrivalled. Molière and Goethe cannot challenge Shakespeare as the world's most important writer. More recently, British musicians from The Beatles to Dido have a global audience unmatched by those of any country other than its former colony, the US. British TV producers increasingly enjoy a similar status — is there any country that hasn't yet suffered Big Brother or Who Wants to be a Millionaire?

Britain's national story is the most extraordinary there is. Thomas Sowell, the leading African-American intellectual, wrote in his epic *Conquests and Cultures*, 'Much of the world today, including the United States, is still living in the social, cultural, and political aftermath of Britain's cultural achievements, its industrial revolution, its government of checks and balances, and its conquests around the world'.

The problem for Britain is not that it has too little to be proud of, but too much. After helping free Europe from fascism, Winston Churchill finally published his *History of the English-Speaking Peoples* and explained, 'It is in the hope that the contemplation of the trials and tribulations of our forefathers may not only fortify the English-speaking peoples of today, but also play some small part in uniting the whole world, that I present this account'. Today, the need for such a self-confident national story is as great as ever.

2. Reading

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Theoretical significance:.....
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2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
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6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	***	3		1		3		
10		4	***	3		1		3		
11		5	*****	5		1		5		
12		6	***	3		1		2		
13		7	**	2		1		2		
14		8	***	3		1		3		
15	2.4.1		***	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	***	10		1		3		
19		3	*****	30		1		4		
20		4	***	10		1		3		
21		5	*****	10		1		4		
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23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		***	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

achievement (<i>n</i>)	досягнення
affluence (<i>n</i>)	розкіш, багатство
bare-knuckled	бій на кулаках
be proud of	пишатися
benighted (<i>v</i>)	поглинути в темряву, (<i>тут</i> панувати всюди)
challenge (<i>v</i>)	суперничати, змагатися
contemplation (<i>n</i>)	роздуми
contribute (<i>v</i>)	робити внесок
emerge (<i>v</i>)	з'являтися
forefather (<i>n</i>)	прабатько
fortify (<i>v</i>)	служити уроком
hit (<i>v</i>)	бити (рукою)
influence (<i>n</i>)	вплив
invent (<i>v</i>)	винаходити
kick (<i>v</i>)	бити (ногою)
landmass (<i>n</i>)	материк
leisured classes	аристократія
light bulb	електрична лампочка
madman (<i>n</i>)	божевільний
mature (<i>v</i>)	формувати
score (<i>v</i>)	рахувати
self-confident (<i>adv</i>)	впевнений у собі
survey (<i>n</i>)	опитування
trial (<i>n</i>)	випробовування
tribulation (<i>n</i>)	страждання, біда
well-being (<i>n</i>)	добробут
unravel (<i>v</i>)	розгадувати

15. CAMBRIDGE

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	How was Cambridge founded?	
2	How can the name of the city be explained?	
3	What does "collegiate university" mean?	
4	Can women be members of the university?	
5	How are the supervisions in Cambridge arranged?	
6	What is special in the academic pressure of the university?	
7	What is the most important day for the graduates in Cambridge?	

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	scholars		9	to be admitted	
2	to be scattered		10	award	
3	to revive		11	distinctive	
4	trader		12	prominent	
5	subjects		13	lectureship	
6	ancient roots		14	to run a university	
7	admission		15	to maintain	
8	curriculum		16	demand	

The University Town

Today's Cambridge is very much a university town. The University has been an integral part of the city since the early 13th century when scholars fleeing from riots in Oxford settled in Cambridge and began teaching. In 1280 the first college was founded. Over the years the University has grown to include 29 colleges, and an academic community of more than 12,000 students. The city has its own ancient roots as a Roman settlement.

The town was revived with the rebuilding of the bridge over the River Cam during the 8th century. *By the 10th century a flourishing market town had grown up in the wake of trade attracted by the bridge. The effects of the Renaissance were keenly felt in Cambridge, with changes being made to the curriculum. More subjects were admitted for study, and Cambridge became a centre for radical religious thought.*

While the town continued to grow and flourish during the 17th and 18th centuries, no new colleges were founded, and little effort was made to develop the University. All this changed with the revival of university education in the 19th century. New subjects were added to the curriculum, student numbers rose and the University erected new buildings for teaching and research. Cambridge was finally awarded the status of a city in 1951.

The University Today

Cambridge is a 'collegiate' university. This means that students and academics usually must belong to an individual college before they can become members of the University. This is why there is no single 'campus' as in many other universities, but rather a collection of smaller neighboring communities. Students taking their first degrees ('undergraduates') live and study largely within their own colleges; the role of the University is to set their examinations and award them degrees. The main link between the colleges and the University lies with the Fellows (senior members) of the colleges, most of whom hold lectureships and professorships in the University. **These posts are grouped into the faculties and departments of the University, each of which represents a single subject.** The faculties organize the curriculum and set the examinations. They also provide lectures, laboratories and libraries in their buildings, which are scattered throughout the city.

The University is a self-governing body. A Chancellor is a largely ceremonial post, usually given to a prominent statesman or member of the Royal Family. The real power rests with the Vice-Chancellor. Discipline is maintained by University officials called 'Proctors'. But it was not until 1926 that women could be members of University Faculties and hold teaching posts, and only in 1947 were women finally allowed to hold degrees.

The Colleges

Much of the charm of central Cambridge stems from the intimate character of the college courts and the beauty of the ancient buildings. These are all within a short walk of each other. **Each college has its own distinctive character and unique history, explaining the way it is today.**

Colleges are headed by a Master or Mistress. Other senior members of college are usually called Fellows. All are elected largely on the basis of their academic achievements.

Most have heavy teaching and administrative duties, but all regard their own research as equally important. The number of students in each college varies from fewer than 100 to nearly 1000, of which usually two thirds or more are undergraduates. Most colleges house all their undergraduates, and students may find themselves living in rooms which are centuries old.

Academic stress

Academic work occupies the vast proportion of undergraduates' time. Lectures, seminars and practicals must be attended, books read, essays and projects written, and all before the looming threat of finals becomes a reality at the end of their three or four years.

The undergraduate timetable revolves around the three 'Terms' that make up the academic year: Michaelmas (autumn), Lent (winter) and Easter (spring-summer). 'Full Term', when lectures and teaching go on, lasts only eight weeks, a very short period compared to many other British universities.

The much-envied Cambridge system of one-to-one teaching in individual 'supervisions' is organized for undergraduates by their college. Supervisions are arranged for students by the Directors of Studies, their academic tutors, and are felt by most students to be the most important part of their timetable. Supervisors, who set and mark work, may be anything from another student who has already taken one degree (a 'graduate' student), to a professor or Fellow who may be the leading authority in their field world-wide. The supervisions themselves can be anything from friendly discussions of the set questions over tea and biscuits to high-powered intellectual sparring matches. The termly supervision report is a great source of anxiety to undergraduates.

The academic pressure on undergraduates can be very intense. Courses at Cambridge are amongst the most demanding in the country, and the eight-week terms mean that students have very little time to fit in all their studies. Often students may have several supervisions every week, each of which usually involves an essay or question-sheet being completed beforehand. It is not unusual to see lights burning well into the small hours, or indeed until daybreak, as undergraduates across the city sweat it out over their books and notepads.

While graduate students do not usually have weekly lecture courses or supervisions, the pressure remains for them to pass their exams at the end of the year. For those pursuing a doctorate, the nightmare of compiling a 'thesis' can make their last months at Cambridge a lonely time, locked in their studies or (virtually) chained to library desks. However, everybody becomes preoccupied with work during the Easter Term. Exams are generally sat at the end of May and the beginning of June, and libraries throughout the University become full to capacity at this time, packed with serious-looking students desperately trying to cram as much information as possible into their straining memories before it's too late.

Lists of exam results are publicly posted on boards outside the Senate House in June, and going to look for one's name is one of the most nerve-racking experiences students have to face. But Graduation Day at the end of June is a momentous occasion for everyone. The new graduates don their ceremonial gowns and hoods and process to the Senate House, where the Vice-Chancellor confers their degrees upon them in age-old ceremonies called 'congregations'.

2 Reading

2.1 Scanning. Look through the text and define whether your hypothesis is right. Compare the information from the text with your notes (1.1).

2.2 Skimming. Find in the text the answers to the questions you failed to respond before reading. Add the missing answers to the table (1.3).

2.3 Grammar. State the sense relations between words of the marked sentences by using the proposed algorithm in the Tips.

2.4 Lexis

2.4.1 Tick in the list (1.4) the words and expressions you realized after reading the text without dictionary. Write down their translation in the table and calculate the percentage of your ability to guess the meaning of the words from the context.

2.4.2 Find in the dictionary the words you could not translate. Write down their translation in the table (1.4) and calculate the percentage of new words you should learn.

2.5 Abstracting. Write an abstract using the algorithm proposed in the Tips.

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2.6 Translation

Translate the abstract of the text in italics and write it down in the notes.

3 Summarizing

3.1 **Reviewing**

Review the text according to the proposed scheme and algorithm proposed in Tips.

Topic:.....
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Relevance:.....
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Addressee:.....
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Main issues.....
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Novelty:.....
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Methodology:.....
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Theoretical significance:.....
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Practical significance:.....
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3.2 **Annotation**

3.2.1 Resume the text in a few sentences

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3.2.2 List the information you learnt in the table 1.2 Define the degree of self-descriptiveness.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

4 Self-evaluation

4.1 Complete the table

#	Task	Step	Complexity	VL (velocity) time in minutes		EX (exhaustibility) number of tasks		AC (accuracy) score		Notes
				Planned	Used	Planned	Fulfilled	Maximum	Received	
				VL _{max}	VL _i	EX _{max}	EX _i	AC _{max}	AC _i	
1	2	3	4	5	6	7	8	9	10	11
1	1.1		***	5		1		3		
2	1.2		***	10		1		3		
3	1.3		**	3		1		2		
4	1.4		*	5		1		1		
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6	2.2		**	10		1		2		
7	2.3	1	**	2		1		2		
8		2	*	2		1		1		
9		3	****	3		1		3		
10		4	****	3		1		3		
11		5	*****	5		1		5		
12		6	****	3		1		2		
13		7	**	2		1		2		
14		8	****	3		1		3		
15	2.4.1		****	3		1		3		
16	2.4.2		*	5		1		1		
17	2.5	1	*	15		1		1		
18		2	****	10		1		3		
19		3	*****	30		1		4		
20		4	****	10		1		3		
21		5	*****	10		1		4		
22	2.6		****	20		1		3		
23	3.1		*****	30		1		5		
24	3.2.1		*****	30		1		4		
25	3.2.2		****	13		1		3		
TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

4.3 Underline your grade: Grade A=120-160; Grade B=80-119; Grade C=40-79; Grade D=0-39.

Glossary

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

academic achievement

academic community

arrange supervisions

attend lectures, seminars,
practicals

audiences (*n, pl*)

award a degree

BA, Bachelor of Arts

college room

complete a question sheet

curriculum (*n*)

demanding course

department (*n*)

director of studies

essay (*n*)

Fellow (*n*)

finals (*n, pl*)

graduate student

hold a lectureship/

professorship

hold a teaching post

Master or Mistress

official (*n*)

one-to-one teaching

proctor (*n*)

thesis (*n*) *pl.* theses

senior member

termly supervision report

академічне досягнення

академічне співтовариство

здійснювати нагляд

відвідувати лекції, семінари,
практичні заняття

слухачі, аудиторія

присудити ступінь

бакалавр гуманітарних наук

аудиторія

заповнити опитувальний лист

навчальний план

курс з високими вимогами

відділення, факультет, кафедра

керівник занять

реферат, есе, курсова робота

тут: старша посадова особа,

член ради коледжу

випускні іспити

аспірант, старшокурсник

обіймати посаду лектора/

професора

обіймати посаду викладача

хазяїн/хазяйка (*тут:* ректор)

посадова особа

безпосереднє інд. навчання

інспектор

дисертація, тези

старший за посадою співробітник

семестровий звіт

16. CAMBRIDGE UNIVERSITY LIBRARY

1 Introduction

1.1 Read the text title and hypothesize what the text is about. Write down your hypothesis.

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1.2 What do you know concerning this issue? List your ideas in the table left column "I know".

I know	I have learnt

1.3 If you know answers to these questions write them down in the space given after each question.

1	How many libraries does the University Library comprise?
2	What total number of items is there in the University Library?
3	Who granted money for digitizing the collections?
4	What types of the catalogues do you know?
5	Which year/ century is the earliest catalogue dated?
6	What is the class mark?
7	Are the readers allowed to use laptops in the library?

1.4 Circle in the list the words and expressions you know. Write down their translation in the table and calculate the percentage of your lexical competence.

1	to comprise		9	catalyst	
2	to borrow books		10	serial	
3	to reserve a book		11	item	
4	to recall a book		12	to disturb	
5	to hold a book		13	bar-code	
6	to search		14	prior to	
7	to be available		15	due to	
8	to be on loan		16	elsewhere	

Cambridge University Library is the main library of the University of Cambridge in England and one of the great research libraries of the world. The University Library (known as UL) comprises five separate libraries: the University Library main building (located in West Road); the Medical Library; the Mathematics, Physics, Engineering and Computer Science Library; the Central Science Library; the Law Library. There are more than 100 libraries at Cambridge University since every college has its own library, and many faculties have large specialized libraries as well. For example, the Trinity College Library has more than 300,000 books and Library of the Faculty of History consists of more than 100,000 books. In total, there are several million books and hundreds of thousands of journals in these libraries. In addition to the 8 million volumes of the University Library (spread across over 200 miles of shelving); Cambridge University has around 12 million books.

Cambridge University Library is a legal deposit library, meaning that it is entitled to claim a copy of every publication in printed form published in the UK and Ireland. It also holds extensive collections of books, journals, maps, microfilms, photographs and sound recordings published overseas and has extensive special collections of rare books, manuscripts, and other materials. The University Library also holds some of the world's most important records of the development of modern science - including the most comprehensive collection of Newton's papers.

Now the aim of the University Library is to become the world's library that is a digital library for the world due to the gift granted by the businessman Dr Leonard Polonsky in 2010. This gift allowed to start digitizing some of the collections in the University Library and eventually will provide access to them free of charge over the Internet.

Dr Polonsky said: "As reading and research become increasingly electronic, my hope is that this grant will serve as a catalyst for the digitization and linking of the great libraries of the world so that their riches can be enjoyed by a global public". The first collections to be digitized are entitled The Foundations of Faith and The Foundations of Science. They include the priceless Library's collections of Newton and Darwin. University Librarian Anne Jarvis (the first woman who took such a position) said: "Our library contains evidence of some of the greatest ideas and discoveries over two millennia. We want to make it accessible to anyone, anywhere in the world with an Internet connection and a thirst for knowledge. This will not only make our collections available to the world; it will also initiate a global conversation about them". The library has existed in some form since the beginning of the 15th century. The earliest catalogue is dated 1424. From the 16th century it received generous donations or bequests of books.

Admission and usage of the Library. *The Library is open to members of the University and other registered users on production of a University ID Card (provided it has been validated by the Admission Office) or a Readers' Card which must be shown to the Library staff if required. Academic staff and research students from other universities can apply to use the Library for reference. Undergraduate and taught postgraduate students from other UK universities can apply to access the Library for reference during Cambridge vacations. Private and business researchers may apply to use the Library for reference if their research requires access to materials held at the University Library. Please note that researchers wishing to access the University Library must be aged 18 years or over.*

The Catalogues. The University Library has a variety of catalogues for its holdings of books, serials, microfilms, theses, maps, music, and other materials. Printed books are variously covered by the online catalogues and the old catalogues. Books published after 1977 will be found only in the online catalogues; books published before then may be in the online catalogue, or the old catalogues, or both. The General Catalogue covers books printed before 1978 which were thought at the time of cataloguing to be of scholarly interest. The Supplementary Catalogues including a

card index for 1906-1977 cover books which, at the time of cataloguing, were thought to be of secondary interest to scholarship.

Newton is the online catalogue for the libraries of the University, its dependent libraries, and most faculty, departmental and college libraries. Newton can be consulted on terminals in the Catalogue Room and elsewhere, as well as remotely from computers connected to the Internet. It is comprehensive for books published after 1977, for music catalogues since 1990, and for maps catalogued since August 2000. It also covers a substantial and growing proportion of earlier books. **Also periodicals and journals are included in the Online Catalogue.** Requests for material fetched to the readings rooms can be made using Newton prior to visiting the Library. Newton will also tell you if an item is on loan. If it is, you can place a recall for it. Newton allows searches by **author, title, keyword, ISSN or class mark.** Once you have found the record for the item you are looking for, take a note of the class mark and the location. **Class mark** is the unique number given to each book. The item for search will either be on the open shelves (which you go to yourself), or the item will need to be requested from one of eight reading rooms. Each reading room has its own unique request form.

***ISSN (International Standard Serial Number)** is a unique eight-digit number used to identify a printed or electronic periodical publication. It is the standardized international code which allows the identification of any serial publication, including electronic serials, independently of its country of publication, of its language or alphabet, of its frequency, medium, etc. ISSN numbers are assigned by the ISSN national Centres coordinated in a network. All ISSN are accessible via the ISSN Register. In libraries, the ISSN is used for identifying titles, ordering and checking in, claiming serials, inter-library-loan etc. ISSN is a fundamental tool for efficient document delivery. ISSN provides a useful and economical method of communication between publishers and suppliers, making trade distribution systems faster and more efficient, in particular through the use of bar-coding and EDI (electronic data interchange).*

Electronic and Digital Resources. The Library's Digital Resources Area (DRA) is equipped with 56 computers which require a DRA login (separate from any other University login). DRA login application forms are available from the DRA office, the Entrance Hall, the West Room and online. At busy times it may take up to four hours to process an application. DRA computers provide access to the Internet (including nearly 400 databases and over 30,000 electronic journals to which the Library subscribes), and Microsoft Access, Excel, PowerPoint and Word. Most electronic resources can be freely accessed on campus, though some require a **RAVEN password** issued by the University Computing Service. Current staff and students of the University can access electronic resources away from the Library by using a RAVEN password. Laptops may be used in the Library provided they are silent and do not disturb other readers.

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[illegible]

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TOTAL				240		25		70		

4.2 Indicate the results of calculation: VL ____; EX ____; AC ____; PSE ____.

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Glossary

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pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

accessible (*adj*)

bar-code (*n*)

catalyst (*n*)

claim a copy

deposit (*n*)

digitize (*v*)

disturb (*v*)

item (*n*)

fetch material

Foundations of Faith (*n*)

make a request

millennium (*n*)

prior to (*adv*)

provided (*cj*)

recall a book

reference (*n*)

reserve a book

search (*v*)

subscribe (*v*)

supplementary (*adj*)

thirst for knowledge

time of receipt

unique number

volumes (*n*)

доступний

штрих-код

каталізатор

вимагати копію

сховище

переводити в цифрову форму

(оцифровувати)

турбувати

екземпляр, періодичне

видання

доставляти матеріал

Основи Віри

зробити заявку/ запит

тисячоліття

до

за умови

повернути книгу

інформаційний ресурс

замовити книгу

шукати

підписуватися (на видання)

додатковий

жага знань

час отримання книги

унікальний номер

тома (книг, публікацій)

BASIC VOCABULARY

Abbreviations:

adj. = adjective – прикметник

adv. = adverb – прислівник

pl. = plural – множина

pp. = past participle – дієприкметник

n. = noun – іменник

v. = verb – дієслово

A

academic (<i>adj.</i>)		навчальний, академічний
academic achievement		академічне досягнення
academic community		академічне співтовариство
accept (<i>v</i>)		визнавати, вважати
acceptance (<i>n</i>)		прийняття, визнання
access (<i>n</i>)		доступ
accessible (<i>adj</i>)		доступний
achieve (<i>v</i>)		досягати
achievement (<i>n</i>)		досягнення
acquire (<i>v</i>)		набувати
acquirement (<i>n</i>)		надбання
admission (<i>n</i>)		вступ
advantages (<i>n</i>)		переваги
affluence (<i>n</i>)		розкіш, багатство
agreement (<i>n</i>)		угода
allocate (<i>v</i>)		розподіляти
analysis (<i>n</i>)		аналіз
anxious (<i>adj</i>)		неспокійний
applied (<i>adj</i>)		прикладний
apply for smth. (<i>v</i>)		звертатися за чим-н.
approach (<i>n</i>)		підхід
arise curiosity		пробуджувати допитливість
arrange supervisions		здійснювати нагляд
assessment (<i>n</i>)		оцінка
assumption (<i>n</i>)		припущення

assurance (<i>n</i>)		гарантія
at the mercy (of smb)		повністю у чийсь владі, під контролем
attach (<i>v</i>)		прикладати
attain (<i>v</i>)		досягати
attend (<i>v</i>)		відвідувати
attend lectures, seminars, practicals		відвідувати лекції, семінари, практичні заняття
attitude (<i>n</i>)		позиція; ставлення
audiences (<i>n, pl</i>)		слухачі, аудиторія
authoritative (<i>adj</i>)		авторитетний, надійний
award (<i>v</i>)		присуджувати
award a degree to		присудити ступінь

В

BA, Bachelor of Arts (<i>n</i>)		бакалавр гуманітарних наук cf. BM, Bachelor of Medicine
barcode (<i>n</i>)		штрих-код
bare-knuckled		бій на кулаках
be available (<i>v</i>)		бути в наявності
be of scholarly interest (<i>v</i>)		становити науковий інтерес
be on loan (<i>v</i>)		бути в тимчасовому використанні
be proud of (<i>v</i>)		пишатися
behavior (<i>n</i>)		поведінка
benighted (<i>v</i>)		поглинути в темряву, (тут панувати всюди)
bequest (<i>n</i>)		заповіт
blame (<i>v</i>)		вважати винним; винити
board (<i>n</i>)		рада
borrow books (<i>v</i>)		брати книжки
bottleneck (<i>n</i>)		слабке місце; проблема
breadth (<i>n</i>)		широчінь (світогляду)
bring up to (<i>v</i>)		доводити (що-н.) до необхідного рівня

broadly (<i>adv</i>)		широко, загалом
bundle (<i>v</i>)		об'єднувати

С

campus (<i>n</i>)		студентське містечко
card index		картотека
care (<i>v</i>)		піклуватись
catalyst (<i>n</i>)		каталізатор
challenge (<i>n</i>), (<i>v</i>)		1) виклик 2) конкурувати 3) кидати виклик; оспорювати
claim a copy		вимагати копію
clarify (<i>v</i>)		роз'яснювати, прояснити
coherently (<i>adv</i>)		зрозуміло, послідовно
cohesive system		єдина система
collaborate (<i>v</i>)		співпрацювати
collation (<i>n</i>)		порівняння; співставлення
college room (<i>n</i>)		аудиторія
commitment (<i>n</i>)		обов'язок
common (<i>adj</i>)		поширений
community (<i>n</i>)		спільнота
compatible (<i>adj</i>)		сумісний
compete (<i>v</i>)		конкурувати
competitiveness (<i>n</i>)		конкурування
complement (<i>n</i>)		додаток
complete a question sheet		заповнити опитувальний лист, анкету
complexity (<i>n</i>)		складність
comprehension (<i>n</i>)		розуміння
comprise (<i>v</i>)		містити у собі
compulsory (<i>adj</i>)		обов'язковий
concept (<i>n</i>)		концепція
conduct (<i>v</i>)		проводити
confer (<i>v</i>)		обговорювати

confidence (<i>n</i>)		впевненість
congregation (<i>n</i>)		релігійне братство
consistent (<i>adj</i>)		погоджений; несуперечливий
contemplation (<i>n</i>)		роздуми
content (<i>n</i>)		зміст, суть
contribute (<i>v</i>)		робити внесок
contribution (<i>n</i>)		внесок
convene (<i>v</i>)		збиратися
convergence (<i>n</i>)		1) сходження в одній точці 2) зближення
converse (<i>v</i>)		спілкуватися
convey (<i>v</i>)		виражати, передавати (думку)
cope with (<i>v</i>)		справлятися з
costs (<i>n</i>)		витрати
create (<i>v</i>)		створювати
crutch (<i>n</i>)		підпора; милиця
curriculum (<i>n</i>) (pl -la)		курс навчання, навчальний план

D

data (мн. от) datum (<i>n</i>)		дані
deeply (<i>adv</i>)		глибоко
demanding course		курс з високими вимогами
department (<i>n</i>)		відділення, факультет, кафедра
dependent (<i>adj</i>)		залежний
deposit (<i>n</i>)		сховище
descriptive (<i>adj</i>)		описовий
designator (<i>n</i>)		зазначення
digitise (<i>v</i>)		переводити в цифрову форму (оцифровувати)
digression (<i>n</i>)		відхилення, відступ
Diploma Supplement (<i>n</i>)		додаток до диплому

director of studies		керівник занять
disaster (<i>n</i>)		лихо
disposition (<i>n</i>)		розподіл обов'язків членів команди; схильність
disseminate (<i>v</i>)		розповсюджувати
disturb (<i>v</i>)		турбувати
divide (<i>v</i>)		ділити

E

easel (<i>n</i>)		стіл-екран
emerge (<i>v</i>)		з'являтися
encounter (<i>v</i>)		стикатися
encourage (<i>v</i>)		підтримувати, заохочувати
enhance (<i>v</i>)		1) збільшувати 2) посилювати, поліпшувати
entertain (<i>v</i>)		розважати
essay (<i>n</i>)		реферат; курсова робота
essential (<i>adj</i>)		основний
establish (<i>v</i>)		засновувати
evidence (<i>n</i>)		1) доказ 2) підстава
existing (<i>p</i>)		існуючий
explanatory (<i>adj</i>)		пояснювальний
explicit (<i>adj</i>)		повністю висловлений, точний, певний
explicitly (<i>adv</i>)		явно, очевидно
exploratory (<i>adj</i>)		дослідницький
explore (<i>v</i>)		1) досліджувати 2) розглядати

F

facilitate (<i>v</i>)		1) сприяти 2) допомагати, полегшувати
facility (<i>n</i>)		засіб

facility (<i>n</i>)		можливості, послуги
fall (<i>v</i>)		розпадатися
famous (<i>adj</i>)		славетний
feasibility (<i>n</i>)		обґрунтованість; реальність
feedback (<i>n</i>)		відзив, відгук
Fellow (<i>n</i>)		товариш (<i>тут</i> : старша посадова особа, член ради коледжу)
fetch material to reading rooms		доставляти матеріал у читальну залу
finals (<i>n, pl</i>)		випускні іспити
flip chart (<i>n</i>)		лекційний плакат
forefather (<i>n</i>)		прабатько
formal-register (<i>adj</i>)		загальноприйнятий
former (<i>adj.</i>)		перший (з двох названих)
forming (<i>n</i>)		стадія формування
foster (<i>v</i>)		заохочувати, сприяти
Foundations of Faith (<i>n</i>)		Основи Віри

G

get around (got; gotten) (<i>v</i>)		уникати; знайти вихід
give the seed		давати поштовх
graduate student (<i>n</i>)		аспірант, старшокурсник

H

handout (<i>n</i>)		рекламний проспект
hang-up (<i>n</i>), (<i>v</i>)		1) проблема 2) гаятися; відкладати
hit (<i>v</i>)		бити
hold a lectureship/ professorship		обіймати посаду лектора/ професора
hold a teaching post		обіймати посаду викладача

I

impact (<i>n</i>)		вплив
implement (<i>v</i>)		здійснювати, виконувати
implementer (<i>n</i>)		виконавець, який реалізує задум
implicitly (<i>adv</i>)		безперечно
improve (<i>v</i>)		поліпшувати
income (<i>n</i>)		прибуток
increasing(<i>adj</i>)		зростаючий
increasingly (<i>adv</i>)		більшою мірою
individual (<i>n</i>)		людина, особа
infer (<i>v</i>)		робити висновок, мати на увазі
influence (<i>n</i>)		вплив
ingest (<i>v</i>)		засвоювати
inherent (<i>adj</i>)		притаманний
insight (<i>n</i>)		проникнення до суті
intermediate (<i>adj</i>)		проміжний
invariably (<i>adv</i>)		без винятків
invent (<i>v</i>)		винаходити
investigation (<i>n</i>)		дослідження
investigator (<i>n</i>)		дослідник
involve (<i>v</i>)		втягувати
inward (<i>adj</i>)		спрямований усередину
item (<i>n</i>)		екземпляр, одиниця

K

keep track		стежити
kick (<i>v</i>)		бити ногою

L

lack (<i>n</i>)		відсутність
last (<i>v</i>)		тривати

launch (v)		запускати, починати
learning outcome (n)		результат навчання
level (n)		рівень
light bulb (n)		електрична лампочка
limit (n)		межа
linear (adj)		лінійний, вузький
linking word (n)		з'єднувальне слово
lull (v)		заколисувати, заспокоювати

M

madman (n)		божевільний
make a request (v)		зробити заявку/ запит
manageable (adj)		керований
master or mistress (n)		хазяїн/хазяйка (тут: ректор)
merit (n)		заслуга; гідність
millennium (n) pl. millenia		тисячоліття
monitor (n)		контролер
mourning (n)		стадія завершення
multithreading (n)		пошук паралельних рішень

N

norming (n)		стадія врегулювання
novel (adj)		новий; невідомий
nursery (n)		дитячий садочок

O

objective (n)		мета
obscure (adj)		нечіткий; невизначений
obtain (v)		придбавати
offer (v)		пропозиція
official (n)		посадова особа
one-to-one teaching		безпосереднє, інд. навчання

onset (<i>n</i>)		початок
orderly (<i>adj.</i>)		впорядкований, організований
outcome (<i>n</i>)		підсумок; результат
outlet (<i>n</i>)		джерело
outward (<i>adj</i>)		спрямований назовні
overhead (<i>n</i>)		прозора плівка
overwhelming (<i>adj</i>)		приголомшливий

Р

pace (<i>n,v</i>)		ритм, темп; задавати темп
panel (<i>n</i>)		секція (група фахівців), нарада
panel discussion		обговорення, дебати, дискусія
paper (<i>n</i>)		наукова доповідь, стаття
participate (<i>v</i>)		брати участь
partnership (<i>n</i>)		співробітництво
paste (<i>v</i>)		вставляти, наклеювати
peer- review (<i>v</i>)		рецензувати
performing (<i>n</i>)		стадія результативної роботи
persuade (<i>v</i>)		переконувати
persuasively (<i>adv</i>)		переконливо
pester (<i>v</i>)		діймати
plant (<i>n</i>)		генератор ідей
pledge (<i>n</i>)		обов'язок
poor (<i>adj</i>)		бідний
practical application		практичне застосування
prediction (<i>n</i>)		прогноз; передрікання
preoccupation (<i>n</i>)		упередження
primary (<i>adj</i>)		початковий
prior to (<i>adv</i>)		до
prioritize (<i>v</i>)		віддавати пріоритет
private (<i>adj</i>)		приватний
proceedings (<i>n</i>)		праці, записки (наук. тов-ва)

proctor (<i>n</i>)		інспектор
promotion (<i>n</i>)		рекламування, просування
property (<i>n</i>)		властивість; особливість
prove (proved, proven) (<i>v</i>)		доводити
provide (<i>v</i>)		1) забезпечувати 2) надавати
provide lectures and laboratories		проводити лекції і лабораторні заняття
provided (<i>cj</i>)		за умови
pursue (<i>v</i>)		1) слідувати (мета) 2) розглядати (питання)

Q

qualitative (<i>adj</i>)		якісний
quality (<i>n</i>)		якість
quantitative (<i>adj</i>)		кількісний

R

reagent (<i>n</i>)		реактив
reason (<i>n</i>)		причина
recall a book (<i>v</i>)		повернути книгу
receive (<i>v</i>)		отримувати
recognize (<i>v</i>)		визнавати
refine (<i>v</i>)		удосконалювати
reflect (<i>v</i>)		віддзеркалювати
refute (<i>v</i>)		доводити; спростовувати
regardless (<i>adv</i>)		не враховуючи, не дивлячись на
reject (<i>v</i>)		відхиляти; відкидати
relevant (<i>adj</i>)		1) доречний 2) релевантний, відповідний
remediate (<i>v</i>)		відновлювати
render (<i>v</i>)		надавати допомогу
renewal (<i>n</i>)		оновлення, відродження

research (<i>n</i>)		наукові дослідження
research advisor		науковий керівник
reserve a book (<i>v</i>)		замовити книгу
responsibility (<i>n</i>)		обов'язок
responsible (<i>adj</i>)		відповідальний
retention (<i>n</i>)		збереження у пам'яті
run a university		керувати університетом

S

scaffolding (<i>n</i>)		риштування
scholar (<i>n</i>)		вчений
scholarship (<i>n</i>)		стипендія
scholastic (<i>adj.</i>)		навчальний
score (<i>v</i>)		рахувати
search (<i>n</i>), (<i>v</i>)		1) пошук, 2) шукати
secondary (<i>adj</i>)		середній
seek out (<i>v</i>)		шукати; намагатися знайти
self-confident (<i>adv</i>)		впевнений у собі
senior member		старший за посадою співробітник
sequence (in time) (<i>v</i>)		розраховувати за часом
set (<i>v</i>)		встановлювати
set out (<i>p.p</i>)		встановлений
shaper (<i>n</i>)		організатор
signatory country (<i>n</i>)		країна, що підписала договір
skill (<i>n</i>)		вміння, майстерність, навичка
skillful (<i>adj</i>)		вмілий
skip over (<i>v</i>)		перестрибувати
solution (<i>n</i>)		рішення
sort out (<i>v</i>)		відбирати, сортувати
standing (<i>n</i>)		репутація, становище
stick (stuck) (<i>v</i>)		застрягти, загрузнути
storming (<i>n</i>)		стадія конфлікту різних ідей
stuff (<i>n</i>)		матеріал

submissive (<i>adj</i>)		покірний
submit (<i>v</i>)		1) вносити на розгляд 2) підкорятися
subordinate clause (<i>n</i>)		підрядне речення
subscribe (<i>v</i>)		підписуватися (на видання)
substantiate (<i>v</i>)		підтверджувати, обґрунтовувати
subtask (<i>n</i>)		проміжне завдання
suburbs (<i>n</i>)		передмістя
supervisor (<i>n</i>)		керівник
supplementary (<i>adj</i>)		додатковий
support (<i>v</i>)		підтримувати, допомагати
sustainability (<i>adj</i>)		стійкість
sway (<i>v</i>)		коливання
syllabus (<i>n</i>)		навчальний план, програма, розклад
synchronize (<i>v</i>)		синхронізувати

T

tackle (<i>v</i>)		долати; вирішувати
take a degree		прийняти ступінь
tax (<i>n</i>)		податок
teaching and administrative duties		викладацькі та адміністративні обов'язки
template (<i>n</i>)		шаблон, взірець
term (<i>n</i>)		семестр
termly supervision report		семестровий звіт
thermos flask (<i>n</i>)		термос
thesis (<i>n</i>) <i>pl.</i> theses		дисертація
thirst for knowledge (<i>n</i>)		жага знань
time of receipt (<i>n</i>)		час отримання книги
tough entrance requirements		жорсткі вступні вимоги
transparency (<i>n</i>)		діапозитив, слайд
trial (<i>n</i>)		випробування
tribulation (<i>n</i>)		страждання, біда

tutorial (<i>n</i>)		консультація керівника
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U

unambiguous (<i>adj</i>)		недвозначний, чіткий
undergraduate (<i>n</i>)		студент молодших курсів
undertake (<i>v</i>)		здійснювати
unravel (<i>v</i>)		розгадувати
upgrade (<i>v</i>)		підвищувати(технічні можливості)
use the library for reference		використовувати бібліотеку як інформаційний ресурс
utilities (<i>n</i>)		комунальні підприємства

V

validated (<i>pp</i>)		що має законну силу, затверджений
violence (<i>n</i>)		наси́льство

W

weak link		слабке кільце
weapon (<i>n</i>)		зброя
well-being (<i>n</i>)		добробут
wishful thinking		приймання бажаного за дійсне
workshop (<i>n</i>)		семінар, секція, симпозіум
worship (<i>v</i>)		поклонятися

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Навчальне видання

СЕРГЕСЬВА Тетяна Вікторівна
ТУРЛАКОВА Наталя Борисівна
НОВИЦЬКА Дарія Євгенівна

МАГІСТЕРСЬКЕ НАВЧАННЯ ТА НАУКОВІ ДОСЛІДЖЕННЯ

Навчальний посібник

з розвитку комунікативних навичок та мовленнєвої компетентності
в умовах реальних ситуацій у професійному та академічному середовищі
для студентів-магістрів усіх спеціальностей
до практичних занять, самостійної та індивідуальної роботи в рамках
дисципліни «Іноземна мова за професійним спрямуванням»

Українською та англійською мовами

Відповідальна за випуск

доц. Саліонович Л. М.

Роботу до видання рекомендувала

доц. Саліонович Л. М.

В авторській редакції

План 2025 р., поз. 82

Підп. до друку 2025 р. Гарнітура Times New Roman. Ум. друк. арк. 10.

Видавничий центр НТУ «ХПІ».
Свідоцтво про державну реєстрацію ДК № 5478 від 21.08.2017 р.
61002, м. Харків, вул. Кирпичова, 2.

Електронне видання