

Ministry of Education and Science of Ukraine
V. N. Karazin Kharkiv National University

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**ENGLISH COMMUNICATION
FOR SCIENTISTS**

Guidance manual for postgraduate students for practical classes and individual work of applicants for the third educational and scientific level of higher education in the specialty 011 "Educational, pedagogical sciences"

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PREFACE

The programme of the discipline "Scientific foreign language and Ukrainian-language communication" is compiled in accordance with the educational and scientific programme for the training of specialists of the third (educational and scientific) level of higher education, the field of knowledge 01 Education / Pedagogy, speciality 011 Educational, pedagogical sciences

1. Description of the discipline

1.1. The purpose of teaching the discipline: to ensure the formation of postgraduate students' ability to successfully carry out oral and written communication in Ukrainian and foreign (English) languages in research and professional practice.

1.2. The main objectives of the discipline:

- to ensure that applicants master the knowledge of professional terminology in Ukrainian and foreign languages, the ability to adequately apply it in oral and written communication;

- to acquaint postgraduate students with the requirements for writing scientific papers of various types in leading domestic and foreign publications;

- to develop the skills of future teachers to competently use software means for automated publication;

- to encourage postgraduate students to continuously improve their Ukrainian and English language competence.

The discipline "Scientific Foreign and Ukrainian Language Communication" ensures that students acquire the following competences:

IC – the ability to solve complex problems in professional and scientific research activities in the field of education/pedagogy, to analyze pedagogical phenomena and processes, to construct new knowledge and ideas during conducting own scientific research.;

CC 2 – the ability to understand national, European and global value priorities of education, requirements for its implementation in the modern globalized world;

CC 4 – ability to carry out professional communication in Ukrainian and foreign languages in oral and written forms;

CC 6 – the ability to search, process, critically analyse, interpret and apply information from various sources in scientific and pedagogical activities;

CC 10 – ability to autonomous activity and group interaction in the conditions of multicultural space, a manifestation of leadership in various professional communities;

PC 1 – The ability to master pedagogical terminology, mastering systemic knowledge in the field of philosophy of education, methodology, pedagogy/education, in particular about modern educational development trends, innovative educational methods and technologies, basic pedagogical theories and concepts, and pedagogical research methodology;

PC 8 – The ability to adhere to the norms of professional ethics in educational and professional activities and to focus on national and universal values.

Part 1 English as a Linguistic Phenomenon

Topic 1 Foreign language as a means of scientific and professional communication.

Lead-in questions:

- *How does foreign language proficiency contribute to effective international research collaboration?*
- *Can you give examples of situations where a language barrier can hinder scientific or professional communication and how it can be overcome?*
- *How does knowledge of foreign languages enhance access to and contribution to global scientific knowledge?*
- *Explain why critical reading skills are important for postgraduate students in the context of academic research and literature review.*
- *Share a personal experience when independent reading had a positive impact on your language skills and academic performance.*
- *Explain the concept of the possessive case and give examples of its use in academic writing.*
- *What are the rules for forming the correct plural in English? Can you identify irregular plurals in your academic or professional field?*
- *Why is it important for postgraduate students to master the formation of plural nouns and how does it affect their writing and communication skills?*
- *How can the use of idiomatic expressions contribute to effective communication in a professional environment?*

Reading

Prestigious journals make it hard for scientists who don't speak English to get published. And we all lose out

English has become the main language for scientific communication, but this creates challenges for researchers who do not speak English as their first language. These scholars have to decide whether to publish their work in English to reach

a global audience or in their own language to help their local communities. When they choose English, they often spend more time and effort than native English speakers to write and revise their papers.

Academic publishers are important in making science more accessible. However, a study of 736 journals in biology shows that most are not doing enough to help researchers who speak other languages. For example, only 7% of the journals allow papers to be published in more than one language, and only 11% offer tools to translate papers into different languages.

Some journals encourage diversity by accepting papers even if the English is not perfect, but only two journals have said they do this. Also, only 8% of the journals provide guidelines in more than one language, which could help non-English speakers understand the requirements better. Only 10% of the journals encourage citing research published in other languages.

One solution is to offer English-language editing services. While many journals suggest paid editing services, only 1% offer these services for free. This can be expensive for researchers from low-income countries.

Two factors influence how inclusive journals are. Journals with higher impact factors, which are often seen as more prestigious, tend to have fewer inclusive policies. On the other hand, journals run by scientific societies are more likely to support multilingual content. Open-access journals and those with diverse editorial boards are not necessarily more inclusive.

Language barriers create divisions between countries and slow down the sharing of knowledge. Addressing these barriers is important for solving regional and global problems, such as health and environmental conservation. Journals can do more to support non-English speaking scientists, like using artificial intelligence for translations and allowing translated papers to be published in other places.

Reading comprehension exercises

Exercise 1. Read the statements below and decide if they are True or False based on the text.

- I. Researchers who do not speak English as their first language find it easier to publish in English.

True / False

II. Only a small number of journals allow papers to be published in more than one language.

True / False

III. All journals provide free English editing services for non-native speakers.

True / False

IV. Journals with higher impact factors are generally more inclusive toward non-English speakers.

True / False

V. Scientific societies usually adopt more multilingual content than other journals.

True / False

Exercise 2. Choose the correct answer for each question.

I. What challenges do non-native English speakers face when publishing in English?

- a) They cannot access English journals.
- b) They spend more time and effort revising papers.
- c) They don't want to write in English.
- d) Their papers are always rejected.

II. What percentage of journals allow papers to be published in more than one language?

- a) 11%
- b) 7%
- c) 1%
- d) 50%

III. Why are journals with higher impact factors less inclusive?

- a) They don't have enough editors.
- b) They focus on English-speaking authors and readers.
- c) They are open-access.
- d) They support multilingual content.

IV. Which journals tend to be more inclusive toward non-English speaking authors?

- a) Open-access journals
- b) Journals owned by scientific societies

- c) High-impact journals
 - d) All journals
- V. What could journals do to help non-native English speakers?
- a) Ban all papers in languages other than English.
 - b) Offer free English editing services.
 - c) Encourage citing only English papers.
 - d) Remove all author guidelines.

Exercise 3. Match the following terms with their correct definitions based on the text.

- I. Impact factor
 - II. Open-access journal
 - III. Editing services
 - IV. Scientific societies
 - V. Language barriers
- a) Free research available to the public.
 - b) Difficulty in communication due to different languages.
 - c) An organization that supports researchers and their work.
 - d) Helps authors improve the quality of their writing.
 - e) A measure of a journal's prestige.

Exercise 4. Answer the following questions in complete sentences.

- I. Why do some researchers prefer to publish in their own language instead of English?
- II. What percentage of journals offer free English editing services?
- III. How do scientific societies help in making journals more inclusive?
- IV. What are two things journals can do to support non-English speaking authors?
- V. Why is it important to overcome language barriers in scientific publishing?

Exercise 5. Complete the sentences with the correct word from the text.

- I. Researchers who do not speak English as their first language often need more _____ to write and revise papers.
- II. Only 7% of journals allow papers to be published in more than one _____.
- III. Most journals with high _____ factors adopt fewer inclusive policies.
- IV. Scientific _____ support more inclusive publishing practices.

- V. Language _____ prevent the free exchange of knowledge between different regions.

Vocabulary and Grammar in Context

Exercise 6. Look at the words from the text (a-g) and match them to their definitions (1-7).

- a) global
- b) publish
- c) local
- d) guidelines
- e) encourage
- f) diversity
- g) barriers

- A. Rules or instructions that explain how something should be done.
- B. To make something available for people to read.
- C. Something that stops communication or progress.
- D. Related to the whole world.
- E. Variety or differences within a group.
- F. Involving a particular area or region.
- G. To give support or confidence to do something.

Exercise 7. Find a synonym in the text for the following words

- a) Problem
- b) Scientist
- c) Expensive
- d) Fair
- e) Rules

Exercise 8. Complete the following sentences using the correct form of the words in brackets.

- a) Journals with higher _____ (prestige) tend to have fewer inclusive policies.
- b) The _____ (edit) services can be expensive for researchers from low-income countries.
- c) Only 7% of journals allow _____ (publish) in more than one language.

d) Language barriers make it _____ (difficult) for scientists to share knowledge globally.

e) Journals with diverse editorial boards don't always have _____ (include) policies.

Exercise 9. Read the sentences below from the text and underline the plural nouns.

a) Researchers from different countries face challenges when publishing in English.

b) Many journals offer guidelines to help authors, but only a few are translated into other languages.

c) Journals owned by scientific societies tend to support more inclusive publishing policies.

d) Editing services can be expensive for scientists from low-income regions.

e) Language barriers slow down the sharing of scientific contributions and knowledge.

Exercise 10. Change the following singular nouns to plural. Then, rewrite the sentences using the plural form.

a) Researcher → _____

The researcher works hard to publish in English.

→ _____

b) Language → _____

A language barrier prevents scientists from sharing their work.

→ _____

c) Journal → _____

This journal accepts papers from non-native speakers.

→ _____

d) Service → _____

The editing service helps improve the quality of the paper.

→ _____

e) Policy → _____

The policy supports diversity in publishing.

→ _____

Exercise 11. Each sentence contains a mistake with a plural noun. Rewrite the sentence correctly.

a) Many scientist work hard to publish in international journals.

→ _____

b) The journal have very strict guideline for authors.

→ _____

c) Some translation tool are used to help non-English speakers.

→ _____

d) Researcher from different community face similar problems.

→ _____

e) Many journal encourage author to cite non-English paper.

→ _____

Exercise 12. Identify whether the following plural nouns are regular or irregular.

a) Scientists

b) Papers

c) Countries

d) Services

e) Guidelines

f) Contributions

g) Tools

h) Journals

Exercise 13. Fill in the blanks with the correct plural form of the word in brackets.

a) Journals need to translate their _____ (guideline) into different _____ (language).

b) Many _____ (scientist) face _____ (challenge) when trying to publish in English.

c) Some _____ (society) support multilingual _____ (policy).

d) Researchers use different _____ (tool) to help with _____ (translation).

e) Publishing papers in multiple _____ (region) can help with _____ (problem) caused by language barriers.

Exercise 14. Look at the following sentences and identify the verb tense used.

a) "Researchers have to decide whether to publish their work in English."

Tense: _____

b) "A study of 736 journals shows that most are not doing enough to help."

Tense: _____

c) "Some journals encourage diversity by accepting papers even if the English is not perfect."

Tense: _____

d) "Journals owned by scientific societies tend to support multilingual content."

Tense: _____

e) "Language barriers prevent the free exchange of knowledge."

Tense: _____

Exercise 15. Rewrite the following sentences in the present perfect tense.

- a) Journals allow authors to publish in more than one language.
- b) Open-access journals support researchers from all over the world.
- c) Some journals encourage authors to cite non-English research.
- d) Scientific societies create inclusive publishing policies.

Exercise 16. Change the following active sentences into the passive voice.

a) Journals publish papers in different languages.

Passive: _____

b) Researchers write papers to reach a global audience.

Passive: _____

c) Scientists overcome language barriers by using translation tools.

Passive: _____

Exercise 17. Identify the modal verb in each sentence and explain its function (possibility, ability, obligation, etc.).

a) *"Researchers must decide whether to publish in English."*

Function: _____

b) *"Journals can offer free English editing services."*

Function: _____

c) *"Language barriers may slow down the sharing of knowledge."*

Function: _____

d) *"Journals should support non-English speaking scientists."*

Function: _____

Exercise 18. Fill in the blanks with the correct article (a, an, the, or no article).

- a) _____ scientific journal often has strict rules about language use.
- b) Non-English speakers find it harder to publish in _____ English journal.
- c) _____ journals that support diversity tend to encourage multilingual submissions.
- d) Language barriers slow down _____ exchange of ideas.
- e) Researchers face _____ problem when deciding where to publish their work.

Exercise 19. Fill in the blanks with the correct quantifier (some, most, many, few, all, none).

- a) _____ researchers struggle to write in English.
- b) _____ journals do not offer free editing services.
- c) Only _____ journals allow papers to be published in multiple languages.
- d) _____ researchers from low-income countries find editing services expensive.
- e) _____ scientific societies support multilingual publishing.

Exercise 20. Fill in the blanks with the correct preposition from the box: (in, on, at, for, with).

- a) Scientists often work _____ teams to publish research.
- b) Journals should support authors _____ non-English speaking backgrounds.
- c) Researchers face challenges _____ deciding whether to publish locally or globally.
- d) Language barriers slow down the sharing of knowledge _____ different regions.
- e) There is a need _____ more inclusive policies in scientific publishing.

Exercise 21. Add relative pronouns (who, which, that, where) to complete the sentences.

- a) Researchers _____ struggle with English find it hard to publish.
- b) Journals _____ offer editing services can help non-English speakers.
- c) The policies _____ journals adopt can affect non-English speaking authors.
- d) Language barriers are a problem _____ many journals face.
- e) Journals _____ are run by scientific societies tend to be more inclusive.

Focus on Grammar

Nouns, Their Categories, Plural Formation, and Word Combinations in Education and Pedagogy

What is a Noun?

A noun is a word that represents a person, place, thing, idea, or quality. In the context of education and pedagogy, nouns often describe students, teachers, learning tools, concepts, and environments.

Examples:

- **Person:** student, teacher
- **Place:** classroom, school

- **Thing:** textbook, assignment
- **Idea:** knowledge, understanding
- **Quality:** motivation, diversity

Categories of Nouns: Number and Case

a) Number (Singular and Plural)

Nouns can be **singular** or **plural**, indicating whether we are referring to one or more than one item.

- **Singular:** Refers to one item.
- **Examples:** student, lesson, educator
- **Plural:** Refers to more than one item.
- **Examples:** students, lessons, educators

Note: In education, plural nouns often describe groups or collections, such as "students in the classroom" or "learning materials."

b) Case (Possessive Form)

Nouns can be used in different **cases** to show relationships, especially possession.

- **Possessive Case:** Shows ownership or association. This is formed by adding 's or just ' for plural nouns ending in s.
 - **Singular Possessive:** The **student's** book was on the desk.
 - **Plural Possessive:** The **teachers'** meeting focused on new teaching methods.

Note: The possessive case can indicate relationships between people and their roles (e.g., "teacher's responsibility") or between learning environments and resources (e.g., "classroom's atmosphere").

Formation of Plural Nouns

a) Regular Plurals

- **Most Nouns:** Add **-s** to the end.
 - **Singular:** student → **Plural:** students
 - **Singular:** classroom → **Plural:** classrooms
- **Nouns Ending in -s, -sh, -ch, -x, -z:** Add **-es**.
 - **Singular:** class → **Plural:** classes
 - **Singular:** quiz → **Plural:** quizzes

b) Irregular Plurals

Some nouns do not follow the regular pattern and have **irregular plural forms**.

- **Examples:**
 - **child** → children
 - **syllabus** → syllabi
 - **curriculum** → curricula

c) Nouns with No Change

Some nouns have the same singular and plural forms.

- **Examples:**
 - **sheep** (used in both singular and plural)
 - **species** (used in both singular and plural)

d) Nouns Borrowed from Other Languages

Some pedagogical nouns are borrowed from Latin or Greek and have special plural forms.

- **Examples:**
 - **criterion** → **criteria**
 - **phenomenon** → **phenomena**

Word Combinations with Nouns

a) Noun + Noun Combinations

Nouns are often used together to form compound words or to describe a specific concept. In education, these combinations help clarify relationships between elements of learning.

- **Examples:**
 - **learning process:** the series of steps involved in acquiring knowledge.
 - **student assessment:** the evaluation of a student's progress.
 - **teaching materials:** resources used by a teacher to facilitate learning.

b) Adjective + Noun Combinations

Adjectives are used before nouns to provide more details. In education, this adds precision to descriptions.

- **Examples:**

- **motivated students:** students who have a strong desire to learn.
- **interactive lesson:** a lesson that involves active student participation.
- **educational resource:** materials or tools used to support learning.

c) Prepositional Phrases with Nouns

Prepositional phrases describe relationships between different nouns in a sentence.

- **Examples:**

- **instructions for teachers:** describes who the instructions are for.
- **materials for group work:** specifies the purpose of the materials.
- **challenges in education:** indicates where the challenges exist.

d) Collective Nouns

Collective nouns refer to a group of people or things.

- **Examples:**

- **faculty:** the group of teachers or academic staff.
- **class:** a group of students learning together.

Identifying the Noun Type and Case:

- "Many **teachers** use different **strategies** to help **students** understand **concepts**."
 - **Teachers** (plural, common noun)
 - **Strategies** (plural, common noun)
 - **Students** (plural, common noun)
 - **Concepts** (plural, common noun)

Forming Plurals:

- Singular: student → Plural: students
- Singular: syllabus → Plural: syllabi
- Singular: analysis → Plural: analyses

Creating Sentences with Word Combinations:

- **Student participation:** Student participation is key to successful learning outcomes.

- **Teacher support:** Teacher support is essential for students who need additional help.
- **Learning objectives:** Clear learning objectives help guide the lesson.

Questions for self-control

- I. Give examples of singular and plural nouns from your field of study.
- II. Investigate the formation of plural nouns in compound words. Give examples from your field of study.
- III. Give examples of noun phrases that are commonly used in academic writing in your field of study.
- IV. Research the concept of collocations and provide examples relevant to your field of study.
- V. Choose one idiomatic expression related to research and explain its meaning.
- VI. Find an abstract or an excerpt from an English-language research paper relevant to your area of interest. Review critically and summarize the content.

Topic 2 Scientific style of English: its genre and linguistic features. Lexical, stylistic and structural features of a scientific text.

Lead-in questions:

- *What are the main purposes of using the scientific style of English in research and academic communication?*
- *How does the scientific style differ from other formal styles of English, such as legal or journalistic writing?*
- *What are the key genres within the scientific style, and how do they differ in terms of structure and audience?*
- *How would you define the lexical features of scientific English? What role do technical terms play?*
- *What is the significance of using precise and unambiguous vocabulary in scientific texts?*

- *What are the main stylistic characteristics of scientific English that distinguish it from other types of writing?*
- *What stylistic devices are used to maintain objectivity in scientific texts, and why is objectivity crucial?*
- *What is the typical structure of a scientific paper, and how does this structure support the clear communication of ideas?*
- *How do headings and subheadings contribute to the logical flow and reader comprehension of a scientific text?*
- *What are the roles of abstracts, introductions, and conclusions in structuring a scientific article? How do they differ from each other?*
- *How does the style of a research article differ from that of a scientific review paper or a textbook?*

Reading

Teacher Apprenticeships May Attract More People, But We Need Bigger Changes to Keep Them

The latest numbers show that once again the teacher recruitment targets in England have not been met. For eight of the last nine years, not enough people have become teachers in the UK. In 2023-24, only half of the target for new secondary teachers has been reached.

The government needs over 13,000 more secondary teachers to meet the 2023-24 recruitment goal. On top of this, there is also the shortage from previous years. This lack of teachers is a big problem for schools.

Now the government has announced a new way to become a teacher: teacher degree apprenticeships. With this program, people can get a degree while working, instead of needing a degree first before starting teacher training.

This plan could encourage more people to become teachers because it makes it easier to enter the profession. But it may not solve the teacher shortage if other issues, like high workload and stress, are still making teachers leave. In 2021-22, almost 40,000 teachers – about 9% of teachers in England – quit their jobs.

Attracting Teachers

In recent years, the government has tried to attract teachers by giving money to those who train. For example, someone who wants to become a secondary math teacher can get up to £29,000 tax-free as a scholarship while training, and they don't have to pay it back.

For those already trained as math teachers, there are extra payments if they stay in the job. For example, someone who trained in 2020 will get £5,000 in 2024 if they are still teaching.

But it's clear that this isn't working. In 2023-24, the government aimed to recruit 2,820 new physics teachers and offered scholarships and bursaries up to £29,000 to attract them. But they only managed to recruit 484 teachers – just 17% of the target.

It seems these bonuses do not make many people choose to become teachers. Still, the government has continued to use financial incentives, with little success.

The recent decision to introduce apprenticeships for people already working in schools is a positive step and provides more ways to become a teacher.

Teacher apprenticeships are not a new idea. A few years ago, the **Learning and Skills Teacher** apprenticeship started to train teachers for further education in England.

The government says that these new apprenticeships will help more people become teachers. One important part of this plan is to help teaching assistants – who already have experience working in schools – to train as teachers. This makes sense, but not all teaching assistants want to become teachers.

However, the idea that 40% of the time should be for study and 60% for on-the-job training is a good start. It could help avoid burnout as new apprentices become teachers. This is true if the plan is followed, and if apprentices do not have to work more to make up for any lost income.

Working Conditions and Wellbeing

A report from the House of Commons shows that the average secondary school teacher in England works 49.3 hours per week, compared to the average of 41 hours per week in other countries. Primary school teachers in England work even more – 52.1 hours per week.

It's no surprise that more than half of teachers in England feel that their workload is too much. People who work in education have more stress than in other jobs and are often unhappy with their work.

In 2019, the Department for Education tried to help new teachers with a plan to reduce their workload by 5% in their second year of teaching. This means that new teachers have 5% fewer teaching hours compared to more experienced teachers.

However, when teachers in England are already working many more hours than teachers in other countries, reducing the workload by just 5% seems like trying to put out a big fire with a small cup of water.

In 2023, the government started a new taskforce to find ways to cut teachers' working hours by five hours each week. It's not yet clear if the taskforce's final recommendations, expected in March 2024, will bring real change.

Programs like financial incentives and apprenticeships try to fix the problem of not enough teachers. But they don't address the main cause: the difficult working conditions for teachers. If working conditions do not improve, it is likely that teachers will continue to be unhappy and leave their jobs. There is little point in training more teachers if they keep leaving the profession in large numbers.

Reading comprehension exercises

Exercise 1. Read the statements below and decide if they are True or False based on the text.

- I. The teacher recruitment targets in England have been successfully met every year.
- II. In 2023-24, the government reached only half of the target for new secondary teachers.
- III. Teacher degree apprenticeships allow people to get a degree before they start working.
- IV. Nearly 9% of teachers in England quit their jobs in 2021-22.
- V. The government has tried to attract teachers mainly by offering them money.
- VI. Teacher apprenticeships are a completely new concept in England.
- VII. Teaching assistants can train to be teachers through the new apprenticeship program.

- VIII. The average primary school teacher in England works fewer hours than teachers in other countries.
- IX. The government wants to reduce teachers' working hours by five hours a week.
- X. If working conditions do not improve, teachers are likely to keep leaving their jobs.

Exercise 2. Choose the correct answer for each question.

- I. How many new secondary teachers does the government need to meet the 2023-24 target?
 - a) Over 13,000
 - b) Over 20,000
 - c) Over 8,000
- II. What is the purpose of teacher degree apprenticeships?
 - a) To replace traditional teacher training
 - b) To allow people to get a degree while working
 - c) To give teachers more holiday time
- III. How much can a graduate who wants to become a math teacher receive as a scholarship?
 - a) £20,000
 - b) £25,000
 - c) £29,000
- IV. How many physics teachers did the government manage to recruit in 2023-24?
 - a) 1,000
 - b) 484
 - c) 2,000
- V. What percentage of time is suggested for study in the teacher apprenticeship program?
 - a) 20%
 - b) 40%
 - c) 60%

Exercise 3. Answer the questions in a few sentences.

- I. Why do teacher degree apprenticeships make it easier for people to become teachers?
- II. What is the problem with the financial incentives that the government offers?
- III. How many hours per week does the average secondary school teacher in England work?

IV. What was the Department for Education's plan in 2019 to help new teachers?

V. Why is it important to improve working conditions for teachers?

Exercise 4. Match the words on the left with their definitions on the right.

I. Apprentice

II. Incentive

III. Shortage

IV. Burnout

V. Workload

a) A benefit or reward to encourage someone

b) The amount of work that needs to be done

c) Not enough of something

d) Training program where someone learns a job while working

e) Extreme tiredness from working too much

Exercise 5. Put the following events in the correct order as they happened in the text.

I. The government announced teacher degree apprenticeships.

II. Almost 40,000 teachers quit their jobs in 2021-22.

III. Financial incentives were offered to attract more teachers.

IV. A taskforce was created to find ways to reduce teachers' working hours.

V. The teacher recruitment target in England was not met in 2023-24.

Exercise 6. Write your answers to these questions.

I. Why do you think fewer people are becoming teachers in England?

II. Do you think financial bonuses are a good way to attract more teachers? Why or why not?

III. What changes could be made to improve teachers' working conditions and make the job more attractive?

Vocabulary and Grammar in Context

Exercise 7. Match each word from the text with its synonym or antonym.

I. **Target**

Synonym: a) Aim, b) Job, c) Barrier

II. **Antonym: a) Success, b) Failure, c) Effort**

III. Encourage

Synonym: a) Criticize, b) Support, c) Decrease

IV. Antonym: a) Discourage, b) Prevent, c) Increase

V. Shortage

Synonym: a) Problem, b) Surplus, c) Lack

VI. Antonym: a) Overabundance, b) Scarcity, c) Difficulty

VII. Workload

Synonym: a) Task, b) Time, c) Assignment

VIII. Antonym: a) Free time, b) Leisure, c) Job

Exercise 8. Use context clues from the sentences in the text to define these words.

Write your own definition.

I. **Apprenticeship:** *Now the government has announced teacher degree apprenticeships as a new way to enter the profession.*

II. **Burnout:** *The recommendation of 40% time for study and 60% on-the-job training is a good start for addressing potential burnout.*

III. **Scholarship:** *A graduate who trains to be a secondary maths teacher can receive a tax-free scholarship of up to £29,000.*

IV. **Workforce:** *Nearly 9% of the workforce in England quit their jobs in 2021-22.*

Exercise 9. Complete the sentences using the correct form of the word in brackets.

I. The government is offering a new ____ (apprentice) program for people interested in teaching.

II. The school is struggling because there is a ____ (short) of teachers.

III. Teaching assistants are already ____ (familiar) with working in schools, so they may be interested in becoming teachers.

IV. The teachers' ____ (work) is higher than in other professions.

Exercise 10. Find all the plural nouns in the text. Write them down and categorize them into regular plurals (ending in "s") and irregular plurals.

Regular Plurals:

Example: teachers

Irregular Plurals:

Example: people

Exercise 11. Fill in the gaps with the correct article (a/an, the) based on the context of the sentence.

- I. ___ average secondary school teacher works 49.3 hours per week.
- II. Teaching assistants can become ___ teachers through an apprenticeship program.
- III. There is ___ shortage of teachers in the UK.
- IV. Teachers feel ___ workload is too high in England.

Exercise 12. Identify the passive voice in the text and rewrite the sentences in the active voice.

Example: *The government has announced teacher degree apprenticeships* (passive).

Rewrite: *The government announced teacher degree apprenticeships.*

- I. Financial incentives have been offered to attract more teachers.
- II. Teacher degree apprenticeships have been introduced as a new way to enter the profession.
- III. More routes into teaching will be enabled by apprenticeships.

Exercise 13. Fill in the blanks with the correct preposition from the list (in, on, for, with).

- I. Teachers are already familiar ___ working in schools.
- II. Financial incentives do not seem to be a big driver ___ people's choice to become teachers.
- III. More than half of teachers feel their workload is too much ___ them.
- IV. The government's taskforce aims to reduce working hours ___ five hours per week.

Exercise 14. Identify the verb tenses in the following sentences and explain why they are used.

I. *The government **has announced** teacher degree apprenticeships.*

II. Tense: _____

III. Reason: _____

IV. *Nearly 9% of the workforce **quit** their jobs in 2021-22.*

V. Tense: _____

VI. Reason: _____

VII. *The school is **struggling** because there is a shortage of teachers.*

VIII. Tense: _____

IX. Reason: _____

Exercise 15. Find the conditional sentence in the text. Then, complete the sentences below with the appropriate conditional forms.

Example from the text: *If working conditions do not improve, teachers are likely to keep leaving their jobs.*

- I. If more teachers _____ (enter) the profession, the shortage would decrease.
- II. Teachers would stay longer in the profession if they _____ (have) less stress.
- III. If financial incentives _____ (be) higher, more people might consider teaching.

Exercise 16. Match the words on the left with their common combinations on the right.

- i) Meet
- ii) Address
- iii) Become
- iv) Receive

- a) Teachers
- b) A problem
- c) A target
- d) A scholarship

Exercise 17. Read the sentences from the text and underline the articles (a, an, the). Write down the noun each article is referring to.

1. The government announced teacher degree apprenticeships.

◦ Article: _____

◦ Noun: _____

2. A new strategy has been introduced to help with teacher shortages.

◦ Article: _____

◦ Noun: _____

3. An important element of this strategy is to support teaching assistants.
 - Article: _____
 - Noun: _____
4. The teacher recruitment target has not been met.
 - Article: _____
 - Noun: _____

Exercise 18. Fill in the blanks with the correct article (a, an, the) where necessary. Leave the space blank if no article is needed.

- I. ___ new program aims to attract more teachers to ___ profession.
- II. ___ average teacher works long hours compared to ___ international average.
- III. The government has launched ___ initiative to reduce ___ workload of teachers.
- IV. Becoming ___ teacher in England can be ___ challenging task.
- V. Teachers have ___ important role in ___ development of students.

Exercise 19. Choose the correct article (a, an, the, or no article) to complete each sentence.

- I. ___ government launched ___ teacher workload reduction taskforce. a) The, a
b) A, the
c) An, the
- II. Prospective teachers can get ___ degree on ___ job. a) a, the
b) an, the
c) the, a
- III. ___ report from House of Commons highlights that teachers work long hours.
a) A
b) An
c) The
- IV. In ___ academic year 2023-24, only half of ___ targeted teacher places were filled. a) an, the
b) the, the
c) a, an

Exercise 20. There are mistakes with articles in the following sentences. Find and correct them.

1. Government has introduced an new degree apprenticeship program.
 - Correction: _____
2. Average secondary teacher works longer hours than the international average.
 - Correction: _____
3. A program will allow teachers to get an experience while training.
 - Correction: _____
4. The new teachers received the training in schools.
 - Correction: _____

Exercise 21. Explain why the given article (a, an, the) is used in the following sentences.

1. *The government announced teacher degree apprenticeships.*
 - **The** is used because _____.
2. *A new strategy has been introduced to help with teacher shortages.*
 - **A** is used because _____.
3. *An important element of this strategy is to support teaching assistants.*
 - **An** is used because _____.
4. *The average secondary teacher works more hours compared to the international average.*
 - **The** is used before **average** because _____.

Exercise 22. Write sentences using the given words with the correct article (a, an, the).

- I. ___ teacher
- II. ___ important decision
- III. ___ program to support teachers

IV. ___ stress that teachers face

V. ___ solution to ___ problem

Focus on Grammar

Articles. Rules for using definite and indefinite articles. Cases of writing words without articles.

In English, articles are words that define a noun as specific or unspecific. There are two types of articles:

- **Definite Article: the**
- **Indefinite Articles: a, an**

The Definite Article: "the"

Use "the" when:

- Referring to a specific noun that both the speaker and listener know about.
Example: *The teacher who helped me was very kind.*
- (Referring to a specific teacher.)
- Mentioning something for the second time.
- **Example:** *I met a student yesterday. The student was very friendly.*
- (The second mention of the student is specific.)
- Talking about unique objects or concepts.
- **Example:** *The sun is important for life on Earth.*
- Referring to a group or class as a whole.
- **Example:** *The teachers in this school are very dedicated.*

The Indefinite Articles: "a" and "an"

Use "a" when:

- Referring to a singular, countable noun that is not specific.
- **Example:** *I want to become a teacher.*
- (Any teacher, not a specific one.)
- The noun begins with a consonant sound.
- **Example:** *a book, a university* (The "u" sounds like "yoo.")

Use "an" when:

- Referring to a singular, countable noun that is not specific.
- **Example:** *She is an excellent student.*

- (Any excellent student, not a specific one.)
- The noun begins with a vowel sound.
- **Example:** *an apple, an hour* (The "h" is silent, so it sounds like it starts with a vowel.)

Do not use articles in the following cases:

- I. **Generalizations:** When speaking about things in general.
- II. **Example:** *Teachers play a vital role in education.*
- III. (Referring to teachers in general, not specific ones.)
- IV. **Plural Nouns:** When referring to plural nouns in general.
- V. **Example:** *Students need to study hard.*
- VI. (Referring to students in general.)
- VII. **Uncountable Nouns:** When referring to uncountable nouns.
- VIII. **Example:** *Education is important for society.*
- IX. (Referring to education as a concept, not a specific type.)
- X. **Names of Subjects:** When discussing academic subjects or fields.
- XI. **Example:** *Mathematics is my favorite subject.*
- XII. (Referring to the subject in general.)
- XIII. **Proper Nouns:** When using names of people, places, or organizations.
Example: *Harvard University is well known for its programs.*
- XIV. (Specific name, no article needed.)

5. Summary Table

Article	Use Case	Example
the	Specific noun known to both speaker and listener	The teacher in the classroom is new.
a	Singular noun, not specific, begins with a consonant sound	I need a pen to write.
an	Singular noun, not specific, begins with a vowel sound	She wants an orange for lunch.
No article	Generalizations, plural nouns, uncountable nouns, names of subjects, proper nouns	Education improves society.

Questions for self-control

Task 1. Answer the following questions:

- I. What are the main characteristics of scientific writing? Provide at least three features.

- II. Explain the importance of precision and clarity in scientific texts. How do these features contribute to effective communication in research?
- III. Discuss the role of objectivity in scientific writing. Why is it essential for a scientific text to remain objective?
- IV. How does the genre of scientific writing influence the use of articles?
- V. Can you think of examples where the lack of an article changed the meaning of a scientific statement?
- VI. Discuss the challenges non-native English speakers might face regarding article usage in academic writing. What strategies can be employed to overcome these challenges?

Task 2. Below are sentences taken from scientific texts. Identify and correct any errors related to the use of articles. Write the corrected sentences below.

- I. The research provides a analysis of teaching methods in primary education.
- II. This study aims to examine the effects of an exercise on mental health.
- III. In last years, many researchers have focused on the importance of literacy.
- IV. The students in study showed a significant improvement in their test scores.

Task 3. Write a short paragraph (150-200 words) about a scientific topic of your choice. Use at least five instances of definite articles, five instances of indefinite articles, and ensure you follow the rules for omitting articles where appropriate. Be prepared to explain your article choices.

Topic 3 Cultural and linguistic differences in Ukrainian and English writing. Strategies of writing in English. Rules of word formation.

Lead-in questions:

- *How do cultural differences between Ukraine and English-speaking countries influence writing styles?*
- *How do the structures of Ukrainian academic papers differ from those of English academic papers?*
- *What challenges do Ukrainian students face when adapting their writing to the more linear and structured format typical in English academic writing?*

- *How do attitudes toward directness in language differ between Ukrainian and English writing styles?*
- *How important is logical flow and coherence in English writing compared to Ukrainian writing?*
- *What techniques can Ukrainian writers use to ensure their arguments flow logically in English?*
- *What are some common issues Ukrainian writers face when translating their ideas into English?*
- *How can Ukrainian writers effectively avoid direct translation and adopt more natural English phrasing?*
- *How do reader expectations in English-speaking countries differ from those in Ukraine when it comes to academic texts?*
- *Why is it important to understand these expectations, and how can they influence the strategies you use in English writing?*
- *Why should idiomatic expressions be used carefully in English academic writing?*
- *How can Ukrainian writers expand their academic vocabulary to better match the expectations of English academic texts?*
- *What strategies can be used to adapt Ukrainian writing to meet international standards of English writing?*
- *How can learning from examples of well-written English academic papers benefit Ukrainian students?*

Reading

Cultural and Linguistic Differences in Ukrainian and English Writing: Adapting to the English Writing Style

Writing is shaped by the culture and linguistic traditions of a society. In Ukraine, writing tends to reflect deeper cultural values, including respect for authority, modesty in presenting ideas, and often, an indirect approach to argumentation. These characteristics, though valued in Ukrainian academic writing, can pose challenges when adapting to the expectations of English-language academic writing.

One of the most notable differences between Ukrainian and English academic writing is **structure**. In Ukrainian writing, it is common for authors to introduce their points more indirectly, sometimes relying on the reader to infer the connections between ideas. English writing, on the other hand, values clear, direct expression and a highly structured format. English academic papers typically follow a logical progression: the introduction presents the research question, the body develops the argument, and the conclusion summarizes the findings. This structured approach helps the reader follow the author's thought process easily, a key expectation in Anglo-American academic tradition.

Another key difference lies in the use of **argumentation**. In Ukrainian academic writing, arguments are often presented with less explicit signposting and may rely on the reader to connect the dots. This contrasts with the English approach, which emphasizes transparency and strong, evidence-based arguments. English readers expect writers to make their points explicitly, using phrases like "this suggests" or "the evidence shows" to ensure that each part of the argument is clear. Ukrainian writers transitioning to English academic writing need to adjust by providing more detailed explanations and making their reasoning easier to follow.

Grammar differences between the two languages also present challenges. One of the most difficult aspects for Ukrainian writers is mastering the use of articles—"a," "an," and "the." In Ukrainian, there are no articles, so this grammatical feature can be confusing when writing in English. In English, articles serve an important role in making a text clear and specific. For example, saying "a study" introduces a new or general concept, while "the study" refers to a specific, known concept. Learning to use articles correctly is essential for clear academic writing in English.

Another critical area is the use of **passive vs. active voice**. Ukrainian academic writing often uses passive voice to emphasize the action rather than the person performing the action. While English writing also uses passive voice, it generally favors active voice, particularly in disciplines like the social sciences. For instance, instead of saying, "It was found that..." English writers often say, "The researchers found that..." This shift to active voice creates a clearer, more engaging narrative for readers.

Culturally, English academic writing also places a strong emphasis on **clarity and directness**, while Ukrainian writing may allow for more nuanced and implicit presentation of ideas. This difference is reflected in how arguments are constructed. In English, the writer is seen as responsible for guiding the reader through the argument. In Ukrainian writing, the reader often takes more responsibility for interpreting the text. For Ukrainian writers, adapting to the English style means being more explicit in their explanations and arguments, ensuring that the reader does not have to work too hard to understand the point being made.

When it comes to **tone and formality**, both Ukrainian and English academic writing maintain a formal style. However, English writing tends to be more concise and values brevity. Long, complex sentences that may be acceptable in Ukrainian writing can be seen as cumbersome in English. Thus, it is important for Ukrainian writers to practice simplifying their sentences without losing meaning, a skill that can make their writing more accessible to an international audience.

To successfully adapt to English academic writing, Ukrainian writers should focus on several **strategies**. First, they need to familiarize themselves with the structure and expectations of English academic papers, such as following the standard introduction-body-conclusion format. Second, paying attention to the use of articles, voice, and grammar is crucial. Finally, learning to write in a direct, reader-friendly manner will help Ukrainian writers ensure that their work is both clear and persuasive to an international audience.

Reading Comprehension Exercises

Exercise 1. Read the following statements and mark them as true (T) or false (F):

- I. In Ukrainian writing, the structure of academic papers is highly similar to that of English academic writing.
- II. English academic writing places a strong emphasis on clarity and directness.
- III. In Ukrainian writing, arguments are often very explicit, and the connections between ideas are always clear.
- IV. Using articles like "a" and "the" correctly is a challenge for Ukrainian writers because these do not exist in Ukrainian.

- V. English academic writing prefers passive voice over active voice in most cases.
- VI. Both Ukrainian and English writing maintain a formal tone, but English writing tends to be more concise.
- VII. In English academic writing, the reader is expected to work hard to interpret the writer's arguments.
- VIII. Adapting to English writing involves learning to write more complex and longer sentences.

Exercise 2. Choose the correct answer from the options given:

1. What is a key difference between Ukrainian and English academic writing?
 - a) Ukrainian writing is more direct than English writing.
 - b) English writing uses articles, while Ukrainian does not.
 - c) English writing has no specific structure.
 - d) Ukrainian writing always uses active voice.
2. How do Ukrainian writers typically present arguments in academic writing?
 - a) With explicit reasoning and clear signposting.
 - b) Through long, complex explanations.
 - c) Indirectly, with the reader needing to infer connections.
 - d) In short, direct sentences.
3. Why is mastering the use of articles important for Ukrainian writers?
 - a) Articles are optional in English academic writing.
 - b) Articles make the text longer and more formal.
 - c) Articles help make the text clearer and more specific.
 - d) Articles are never used in English academic writing.
4. Which voice does English academic writing generally prefer?
 - a) Passive voice.
 - b) Active voice.
 - c) Both voices equally.
 - d) Neither voice is preferred.

5. What strategy can help Ukrainian writers adapt to English academic writing?
- a) Using more passive voice.
 - b) Writing longer and more complex sentences.
 - c) Being more explicit and guiding the reader clearly through arguments.
 - d) Using less structure in their papers.

Exercise 3. Answer the following questions in 1-2 sentences:

- I. What role does culture play in shaping writing styles in Ukraine and English-speaking countries?
- II. How does the structure of English academic papers differ from that of Ukrainian academic papers?
- III. What challenges do Ukrainian writers face when using articles in English?
- IV. How do the expectations for argumentation differ between Ukrainian and English academic writing?
- V. Why is clarity particularly important in English academic writing?

Exercise 4. Match the following terms (1-8) with their correct definitions (a-h) based on their use in the text:

- I. Explicit
 - II. Implicit
 - III. Argumentation
 - IV. Passive voice
 - V. Active voice
 - VI. Clarity
 - VII. Directness
 - VIII. Structure
- a) The way in which ideas are organized and presented in a text.
 - b) Clear and easy to understand; leaving no doubt about meaning.
 - c) When the subject of a sentence performs the action.
 - d) When the subject of a sentence is acted upon.
 - e) Clearly stated or expressed.
 - f) Implied or suggested without being directly stated.
 - g) A characteristic of writing that does not use unnecessary complexity.
 - h) The process of constructing and presenting arguments.

Exercise 5. Complete the following sentences using information from the text:

- I. One of the main differences between Ukrainian and English academic writing is that English writing...
- II. Ukrainian writers often face challenges when using articles in English because...
- III. English academic writing generally prefers active voice because...
- IV. A key strategy for Ukrainian writers to adapt to English writing is...
- V. In English academic writing, the writer is expected to...

Exercise 6. Discuss the following questions in pairs or groups:

- I. Why is directness valued in English academic writing, and how does this differ from Ukrainian writing practices?
- II. What are the benefits and challenges of using a highly structured format in English academic papers?
- III. How can Ukrainian writers balance their own cultural writing styles with the expectations of English-language academic texts?

Vocabulary and Grammar in Context

Exercise 7. Find the following words in the text and write their definitions in your own words:

- Argumentation
- Structure
- Explicit
- Implicit
- Clarity
- Directness

Write a sentence of your own using each of these words to show you understand their meaning.

Exercise 8. Identify synonyms for the following words from the text:

- Explicit
- Argument
- Concise

Identify antonyms for the following words from the text:

- Clarity
- Directness
- Structured

Exercise 9. Find and list three words from the text that have a suffix or prefix. Explain the base word and how the prefix or suffix changes the meaning.

For each of the following words from the text, identify its part of speech (e.g., noun, verb, adjective) and create a different form of the word:

- Clarity (e.g., change to "clear")
- Argument (e.g., change to "argue")
- Explicit (e.g., change to "explicitly")

Exercise 10. Find three examples of collocations in the text (two or more words that are often used together). Write three new sentences using these collocations.

Exercise 11. Find at least five academic terms used in the text and write a short explanation of why they are important in the context of academic writing.

Focus on Grammar

The adjective. The grammatical category of the adjective - degrees of comparison: ordinary (positive), superlative (or comparative), and highest.

Adjectives in English can be categorized based on their ability to form **degrees of comparison**. There are three main degrees of comparison:

- **Positive (Ordinary) Degree**
- **Comparative Degree**
- **Superlative Degree**

The positive degree is the base form of the adjective. It simply describes a quality without making any comparison. For example:

- "The **teacher** is **dedicated**."
- "This is an **effective lesson plan**."

Comparative Degree

The comparative degree is used to compare two things, showing that one has a higher or lower level of the quality than the other.

- For **one-syllable adjectives**, add **-er** (e.g., **better**, **smarter**).
 - "This student is **smarter** than his peers."
- For **longer adjectives (two or more syllables)**, use "**more**" or "**less**" before the adjective.
 - "The course is **more challenging** than expected."
 - "This teaching method is **less effective** than others."

Superlative Degree

The superlative degree is used when comparing three or more things to indicate that something has the highest or lowest quality.

- For **one-syllable adjectives**, add **-est** (e.g., **brightest**, **oldest**).
 - "She is the **brightest** student in the class."
- For **longer adjectives**, use "**most**" or "**least**" before the adjective.
 - "This is the **most informative** workshop I have attended."

Adjectives that Do Not Form the Superlative

Certain adjectives cannot be compared, and therefore, they do not form a comparative or superlative. These adjectives are generally **absolute** in nature or convey **specific qualities** that cannot logically have degrees.

Types of Adjectives Without Superlatives

- **Relative Adjectives:** These are used to relate one thing to another, often defining its type or origin. They do not form comparatives or superlatives.
 - Examples: **educational**, **pedagogical**, **academic**.
 - Usage: "The **pedagogical** approach is effective."
- **Possessive Adjectives:** These adjectives show ownership and do not form comparatives or superlatives.
 - Examples: **my**, **your**, **their**.
 - Usage: "This is **her** classroom."
- **Interrogative Adjectives:** These are used in questions to ask about a noun and do not have degrees of comparison.
 - Examples: **which**, **what**, **whose**.
 - Usage: "**Which** teaching strategy is more suitable?"

- **Quantitative Adjectives:** These adjectives describe quantities, and most of them cannot be compared.
 - Examples: **some, many, several, few.**
 - Usage: "**Many** students struggle with grammar."

Formation of Degrees of Comparison

Regular Adjectives

- For one-syllable adjectives:
 - Positive: **long**
 - Comparative: **longer**
 - Superlative: **longest**
- For adjectives ending in **-y**, change **-y** to **-i** and add **-er** or **-est**:
 - Positive: **happy**
 - Comparative: **happier**
 - Superlative: **happiest**

Irregular Adjectives

Some adjectives have irregular comparative and superlative forms. Common examples in an educational context include:

- **Good - better - best**
 - "The new curriculum is **better** for students."
- **Bad - worse - worst**
 - "Lack of resources is the **worst** challenge for this school."

Examples of Adjectives in Education and Pedagogy

- **Positive Degree:**
 - "This is an **interactive** class."
 - "The material is **clear**."
- **Comparative Degree:**
 - "The **new** teaching assistant is **more helpful** than the previous one."
 - "This assessment is **less stressful** than the final exam."

- **Superlative Degree:**

- "This is the **most engaging** activity for students."
- "The **youngest** students in the school require more guidance."

Exercise 12. Fill in the blanks with the correct form of the adjective in parentheses (positive, comparative, or superlative). Use the context of education and pedagogy to guide your answers.

- I. This new teaching method is much _____ (effective) than the traditional approach.
- II. Among all the educational theories, constructivism is considered the _____ (relevant) for modern classrooms.
- III. Teaching children to be independent thinkers is _____ (important) than merely teaching facts.
- IV. The new assessment model is _____ (challenging) but also _____ (rewarding) than the old one.
- V. The _____ (engaging) classroom activities often involve student participation.
- VI. Out of all the teaching strategies we have tried, this one seems to be the _____ (practical).

Exercise 13. Complete the sentences using the correct comparative or superlative form of the irregular adjectives: good, bad, far, little.

- I. The flipped classroom model is _____ (good) for student engagement than traditional lecturing.
- II. The overcrowded classrooms make learning conditions _____ (bad) for both teachers and students.
- III. The teachers who provide clear feedback are often the ones who have the _____ (good) outcomes with their students.
- IV. Of all the teachers I have met, she lives the _____ (far) from the school.
- V. This week's assignment was _____ (bad) than last week's, but the students still managed to complete it on time.

Exercise 14. For the adjectives below, use the correct form (more or most) to complete the sentences.

- I. To encourage creativity, teachers should use _____ (innovative) teaching strategies in the classroom.
- II. It's important to make learning environments _____ (inclusive) for all students, regardless of their background.
- III. The teacher gave the _____ (detailed) explanation during the review session before the exam.
- IV. The curriculum in this course is _____ (comprehensive) than in the previous course.
- V. Encouraging student participation in lessons is one of the _____ (effective) ways to improve engagement.

Exercise 15. Some adjectives do not take comparative or superlative forms. Identify whether the following sentences use adjectives that should not be compared. Correct the sentences if needed.

- I. This classroom is **more unique** than the others.
- II. The pedagogy employed in this course is **less universal** than in other subjects.
- III. This is the **most excellent** teaching method I have ever used.
- IV. The assistant provided a **more adequate** explanation to the students.
- V. The school has the **most fundamental** resources for learning.

Exercise 16. Write your own sentences using the following prompts. Make sure to use degrees of comparison where appropriate:

- I. Compare two different teaching methods in terms of their effectiveness.
- II. Describe the most useful resource for students learning English as a second language.
- III. Compare the workload of postgraduate and undergraduate students.
- IV. Talk about the youngest or oldest student in your class.
- V. Describe the most challenging aspect of being a teacher.

Exercise 17. Choose the correct form of the adjective to complete the sentence.

- I. The new teaching guidelines are _____ (clearer / more clearer) than the old ones.

- II. A classroom that promotes student discussion is _____ (the more engaging / the most engaging) for learning.
- III. This method is _____ (more efficient / most efficient) than the one we used last semester.
- IV. It's important to create a _____ (most inclusive / more inclusive) learning environment for students with different needs.
- V. This year's curriculum is _____ (comprehensive / more comprehensive) than last year's.

Exercise 18. In each sentence, identify and correct the mistake related to the use of adjectives or degrees of comparison:

- I. This year's conference was more informative and engaging than the last one, but it wasn't the most successful as last year's.
- II. He is the best teacher in the school because he explains concepts clear and makes learning interesting.
- III. The new classroom is more spacious and better ventilated than the older, but the technology here is less advanced.
- IV. She's one of the smartest teacher I have ever worked with, and her lesson plans are much thorougher than mine.
- V. In my opinion, having smaller class sizes is one of most important factors in improving student learning.

Questions for self-control

Task 1. Write a short essay (300-400 words) discussing one of the following topics. Make sure to incorporate a variety of adjectives and use different degrees of comparison appropriately.

- I. The impact of technology on modern education: Compare traditional teaching methods to technology-enhanced learning.
- II. The role of assessment in student learning: Discuss how different types of assessment can be more or less effective.
- III. Strategies for improving classroom management: Evaluate the effectiveness of various strategies and which are the most beneficial.

Make sure to underline or highlight all adjectives used in your essay, and indicate whether they are in the positive, comparative, or superlative form.

Part 2 Scientific and professional communication

Topic 4 Features of the formal business style of English.

Lead-in questions:

- *What do you think are the main differences between formal and informal styles of writing in English?*
- *Why is using a formal business style important in professional communication?*
- *Can you think of some phrases or expressions that are commonly used in formal business English? How do they differ from casual language?*
- *In what situations might a more formal tone be necessary in business communication?*
- *What is a CV, and how does it differ from a résumé?*
- *Why do you think the term 'Curriculum Vitae' is still used today, and how does it reflect its original Latin meaning: 'course of life'?*
- *Have you ever prepared a CV before? What challenges did you face when creating it?*
- *What sections do you think are essential to include in a CV for a job or internship application? Why?*
- *What differences might you expect when preparing a CV for a foreign educational institution compared to a local one?*
- *How important is language and formatting when preparing a CV in English, especially for applying to a foreign institution or company?*
- *What are some common mistakes people make when preparing a CV, and how can they be avoided?*
- *How do you think your academic and professional achievements should be presented on a CV to stand out in a competitive job market?*

Reading

What Is Business English? The Definitive Guide With Examples

When you're writing business prose, there are specific rules to maximize the professionalism and clarity of your writing. Business English is a type of writing that

focuses on clearer, more direct language without slang, idioms, or grammatical errors. Understanding business English can make you a more effective business writer, whether you're a copywriter, marketer, or business executive writing internal policy documents.

In this article, we define what business English is, explain its uses, address the core rules of business English, and provide some contextual examples of business English to help you better understand the concept.

What is business English?

When working to improve your professional communication, you may wonder, "What is Business English?" This style of writing is specific to a corporate environment and includes formal language that is not always common in the average English vocabulary. You might use business English in marketing, commerce, finance, insurance, banking, office jobs, government positions, and C-level positions.

Business English has more strict and clearly defined rules for vocabulary, grammar, sentence structure, and prose. Clarity and consistency are important components of business English, which is why it focuses so heavily on things like strong vocabulary and well-written sentences. To deliver the message effectively to all readers, this type of English creates a universal standard by which businesses across the world can write.

What are the uses of business English?

The uses of business English are numerous, especially because it's useful in almost any industry. Here are some common uses for business English:

- Writing company documents: Many businesses use this style of English to write their internal policy documents, financial reports, and other important documents that explain how the business operates. In business operations, clear, consistent communication can be vital for setting a standard of production and behaviour or for detailing specific company policies.
- Writing manuals: If a company writes a manual for their products, they typically use business English to ensure readers understand each component of the manual. This can be crucial for potentially dangerous or hazardous products, like power tools, cleaning chemicals, or solvents.

- Drafting messages between companies or clients: Many businesses use business English when they communicate with other companies or their clients. The style can show both professionalism and a certain level of respect for the reader, showcasing the company's understanding of diplomacy.
- Writing web copy: Some web copy requires business English to maintain the authority of the writer. For example, if you're writing web copy about corporate practices, you're likely using this style of English to ensure clear, consistent tones and professionalism in your writing.

Core rules of business English

Business English has many of the same rules as universal English, with some specific differences. To understand this style of English, consider these core rules:

Write short, direct sentences

The core of business English is its focus on short, direct sentences. Where fictional prose might focus on lengthy, descriptive sentences with complex metaphors and allusions, business English is much the opposite. This style focuses on short sentences that clearly and simply convey a message. For example, you might write something like, The company is excited, moved, and completely taken aback by your generous donation as a way to thank a donor to your organization.

While the sentence works, it's long and overly complicated. In business English, it might read something like, Thank you for your generous donation. We are excited to welcome you to our list of donors. This sentence lacks the number of adjectives and verbs the first sentence has and conveys the message quickly, clearly, and effectively.

Use simple language and avoid idioms or slang

Business English also focuses on clear, simple language and avoiding things like idioms, which are regional-specific sayings or phrases, and slang. Slang words are culturally unique words and phrases, sometimes inappropriate words, that have a specific meaning that may be difficult to understand or offensive for some readers. When you're writing in business language, use simple language and if you think you might be using an idiom, omit the phrase. Here are some examples of what to avoid:

- idioms
- clichés
- proverbs

- phrasal verbs
- long verbs

Make correct grammar and punctuation a priority

Correct grammar and punctuation are top priorities in business English because you're typically writing official documents. Punctuation and grammar not only help the document read well, but also showcase your level of professionalism and writing skills. During the proofreading and writing processes, make grammar and good punctuation top priorities and focus on creating strong sentences with good punctuation. Depending on the specific style requirements of your company, you might adhere to different grammatical, structural, or even punctuation rules. For example, the Oxford comma isn't common in U.S. business English in Associated Press (AP) style.

Be clear in your messages

Clarity is the ultimate goal of business English. Formal documents rely heavily on the clarity of their message and their ability to translate that message to different readers. When you're writing in this style, focus on clear, consistent verbiage, nouns, and sentence structure. Say what you mean in as few words as possible and avoid hidden meanings, metaphors, or any other suggestive elements that might leave more room for interpretation. Write the document so that a reader understands exactly what you're trying to say and can almost repeat the message verbatim if necessary.

Include strong vocabulary

While business English does focus on simplicity, that doesn't mean you neglect vocabulary. Strong vocabulary can increase the effectiveness and readability of your message, so focus on strong words that fit the context of your message. You can use strong adjectives, nouns, and verbs in your writing as long as they match the tone of the rest of your document. If you think a word you're using is too complex, it might be a good idea to use a thesaurus or other tool to find a similar word or simplify the sentence so that you don't need that word or phrase.

Reading Comprehension Exercises

Exercise 1. Decide if the following statements are true or false based on the text.

- I. Business English allows for the use of slang and idioms.
- II. The goal of business English is to maintain clarity and consistency in communication.

- III. Business English focuses on writing long and descriptive sentences.
- IV. Manuals for products are written in business English to ensure clarity.
- V. Correct grammar and punctuation are not important in business English.
- VI. Business English avoids using idioms, clichés, and proverbs.
- VII. It is acceptable to use regional idioms in business English documents.
- VIII. Business English is used in writing manuals, company documents, and web copy.
- IX. Clarity is one of the core rules of business English.
- X. The Oxford comma is always used in business English.

Exercise 2. Choose the correct answer for each question.

- I. What is the main focus of business English?
 - a) To use idioms and slang
 - b) To be entertaining and emotional
- II.
 - c) To be clear, concise, and professional
- III. What should business English avoid?
 - a) Clear and short sentences
 - b) Complex vocabulary and long sentences
 - c) Strong adjectives and verbs
- IV. Which of these is NOT an example of what business English is used for?
 - a) Writing financial reports
 - b) Writing fictional stories
 - c) Writing internal policy documents
- V. Which of the following is important in business English?
 - a) Complex metaphors
 - b) Correct grammar and punctuation
 - c) Personal anecdotes
- VI. Why is it important to avoid idioms in business English?
 - a) They are easy to understand
 - b) They can be regional and confusing for some readers
 - c) They are too formal

Exercise 3. Fill in the blanks using the words provided: clarity, grammar, idioms, simple, direct.

- I. Business English focuses on short, _____ sentences.

- II. _____ are sayings that may be confusing to non-native speakers and should be avoided.
- III. Correct _____ is a top priority in business English to maintain professionalism.
- IV. The ultimate goal of business English is _____.
- V. Business English uses _____ language to ensure that everyone understands the message.

Exercise 4. Answer the following questions in complete sentences.

- I. What are some types of documents where business English is used?
- II. Why is clarity so important in business English?
- III. How does business English differ from fictional prose?
- IV. Why should slang be avoided in business writing?
- V. What is the purpose of using strong vocabulary in business English?

Exercise 5. Match the rules of business English with their correct description.

- i) Use simple language
 - ii) Be clear in your messages
 - iii) Make correct grammar and punctuation a priority
 - iv) Write short, direct sentences
 - v) Include strong vocabulary
- a) Ensure that the message is precise, avoiding hidden meanings.
 - b) Focus on clarity and avoid complex terms that could confuse the reader.
 - c) Use concise sentences that clearly convey the message.
 - d) Choose appropriate adjectives, verbs, and nouns to enhance the message.
 - e) Use proper grammar and punctuation to show professionalism.

Exercise 6. Discuss the following questions with a partner or in a small group.

- I. Why do you think clarity is especially important in business English?
- II. How does avoiding idioms and slang benefit business communication?
- III. In what situations is it important to use strong vocabulary in business writing?
- IV. How can the rules of business English help prevent misunderstandings?
- V. Why do you think manuals for dangerous products need to be written in business English?

Vocabulary and Grammar in Context

Exercise 7. From the text, find words that mean the following:

- I. Words or phrases that are difficult for non-native speakers to understand.
- II. An official document describing rules or instructions.
- III. Language that should be avoided in business writing because it can be offensive or misunderstood.
- IV. The quality of being easy to understand.
- V. Something essential or very important in writing.

Exercise 8. Rewrite the following sentences to match the style of business English:

- I. "We're super excited to tell you that the project is finally done!"
- II. "This task will be a piece of cake if you follow the instructions."
- III. "Can you guys please help me finish this report by Friday?"
- IV. "The manager was blown away by how quickly we finished."
- V. "I think maybe we should probably discuss this at some point."

Exercise 9. Identify and correct the mistakes in the following sentences based on the rules of business English.

- I. "We are reaching out in order to touch base about your interest in our company."
- II. "The company want to make sure that everyone know the policies."
- III. "Let me know if this works for you, and if you have any more doubts."
- IV. "We should consider a lot of different stuff before making a decision."
- V. "The report's quite good, but we should still give it a once-over."

Focus on Grammar

Main and Secondary Members of a Sentence, Sentence Structure, and Emphatic Constructions in English. Impersonal sentences. The order of words in a sentence.

Main Members:

- **Subject:** The person, thing, or concept that performs or is the focus of an action.
 - Example: **The teacher** explained the concept clearly.
- **Predicate:** The part of the sentence that tells something about the subject (usually includes the verb).

- Example: The teacher **explained the concept clearly**.
- **Secondary Members:**
 - **Object:** The entity that is affected by the action of the verb.
 - Example: The teacher explained **the concept**.
 - **Attribute (Adjective or Noun Modifier):** Provides more information about a noun.
 - Example: The **new** concept was challenging.
 - **Adverbial Modifier:** Provides information about the verb, such as how, when, where, or why the action happened.
 - Example: The teacher explained the concept **clearly**.

Regular Word Order in an English Sentence

In English, the **basic word order** for affirmative sentences is:

Subject + Verb + Object/Complement + Adverbial Modifier

- Example: **The student (subject) wrote (verb) a paper (object) yesterday (adverbial modifier).**

Common Order Examples:

- **Subject + Verb + Object:** She teaches English.
- **Subject + Verb + Indirect Object + Direct Object:** He gave his students homework.

Impersonal sentences are those that do not have a specific subject performing an action. Instead, they often use the constructions "it" or "there."

- **It Constructions:** Often used to introduce weather, time, or general statements.
 - Example: **It** is raining.
 - Example: **It** is important to study hard.
- **There is/There are:** Used to indicate the existence of something.
 - **There is** a book on the desk. (singular)
 - **There are** many books on the desk. (plural)

Emphatic Constructions: It is/was ... that/who ...

Emphatic constructions are used to add emphasis to a specific part of the sentence, often to highlight the subject, object, or adverbial element.

- **It is/was ... that/who** is used to emphasize:
 - Example: **It was the teacher** who explained the concept clearly.
 - Example: **It is on Fridays** that the students submit their reports.

Other emphatic structures may use words like "**do/does/did**" to emphasize the action:

- Example: She **did** finish her homework on time.

Word Substitutions

Sometimes, it's necessary to replace words to avoid repetition or to vary the style of writing. Common substitutions include:

- **Pronouns** for nouns:
 - **The teacher** explained the concept. **She** made it easy to understand.
- **Synonyms** to avoid repetition:
 - Instead of repeating "**important**", you could use "**significant**".

Word Order in Affirmative Sentences

Affirmative sentences in English follow the **Subject + Verb + Object** pattern.

- **Subject + Verb + Object:** She (subject) teaches (verb) grammar (object).
- Adding modifiers: She teaches grammar **every day**.

Word Order in Interrogative Sentences

Interrogative sentences are questions. In English, the word order changes depending on the type of question.

- **Yes/No Questions:**
 - **Auxiliary/Modal Verb + Subject + Main Verb:**
 - **Do** you understand the topic?
 - **Will** they attend the meeting?
- **Wh- Questions** (who, what, where, when, why, how):
 - **Wh- Word + Auxiliary/Modal Verb + Subject + Main Verb:**
 - **What** are you studying?
 - **Where** did she go?

Types of Interrogative Sentences

- **Yes/No Questions:** Questions that can be answered with "yes" or "no."
 - Example: Are you ready for the presentation?

- **Wh- Questions:** Questions that ask for specific information.
 - Example: What is the main purpose of the meeting?
- **Tag Questions:** Statements followed by a short question tag, seeking confirmation.
 - Example: You are coming to the seminar, **aren't you?**

Word Order in Negative Sentences

In **negative sentences**, the word order is similar to affirmative sentences but includes the word "not."

- **Subject + Auxiliary Verb + Not + Main Verb + Object/Complement:**
 - She **is not** attending the workshop.
 - They **do not** like the new policy.

Contractions are also common in negative sentences:

- He **doesn't** understand the topic.
- They **weren't** happy with the results.

Summary Table of Sentence Structures

Type of Sentence	Structure	Example
Affirmative	Subject + Verb + Object	She teaches grammar.
Negative	Subject + Auxiliary Verb + Not + Main Verb	They do not understand the concept.
Yes/No Question	Auxiliary/Modal Verb + Subject + Main Verb	Do you understand the rules?
Wh- Question	Wh- Word + Auxiliary + Subject + Main Verb	What did she say?
Tag Question	Statement + Tag	You understand this, don't you?
Impersonal	It/There + Verb	There is a meeting tomorrow.
Emphatic Construction	It is/was ... that/who ...	It was John who solved the problem.

Exercise 12. Find and categorize the following words from the text based on their type: nouns, verbs, adjectives, or adverbs.

- professionalism
- convey
- internal
- effectively

- hazardous
- authority

Match the words from the text with their synonyms:

- Clarity – (a) Simplicity, (b) Obscurity, (c) Complexity
- Effective – (a) Inefficient, (b) Powerful, (c) Suitable
- Omit – (a) Include, (b) Skip, (c) Describe
- Consistent – (a) Changing, (b) Regular, (c) Unequal

Find the collocations (words often used together) in the text:

- _____ standards (Options: clear, universal, varied)
- _____ message (Options: indirect, complex, clear)
- _____ sentences (Options: lengthy, descriptive, short)

Exercise 13. Identify and label the main and secondary members of the following sentence from the text: "Clarity and consistency are important components of business English."

Exercise 14. Identify the main (subject and predicate) and secondary members (objects, adverbial modifiers, attributes) of the following sentences from the text:

- "Business English focuses on short, direct sentences."
- "The company writes a manual for their products."
- "This style of writing is specific to a corporate environment.»

Label each part of speech and indicate its role (e.g., subject, verb, direct object, adverbial modifier).

Exercise 16. Rewrite the following sentences to ensure they follow the regular word order of affirmative sentences (subject + verb + object).

- "There is a style called business English that many businesses use."
- "The document includes detailed instructions."
- "Correct grammar and punctuation are priorities in professional writing."

Exercise 17. Identify and write down all the impersonal sentences in the text. Explain why they are considered impersonal (e.g., no specific subject). Practice with "There is/There are». Complete the following sentences with the correct form of "there is" or "there are":

1. _____ clear benefits to using business English in professional communication.
2. _____ specific rules that apply to the style of writing used in manuals.
3. In the text, _____ several examples of good business writing practices.

Rewrite the following sentences to make them impersonal:

4. "We need a professional approach to writing manuals."
5. "The team wrote the document yesterday."

Exercise 18. Emphatic Constructions

I. Using "It is... that" for Emphasis

A. Rewrite the following sentences using emphatic constructions ("It is... that...") to highlight specific information:

1. "Business English focuses on clarity and simplicity."
2. "Correct punctuation is important in official documents."

B. Example: "It is clarity and simplicity that business English focuses on."

II. Other Emphatic Structures

A. Use emphatic constructions to create emphasis in the following sentences:

1. "The company provides high-quality services."
2. "They launched the new policy last week."

B. Example: "What the company provides is high-quality services."

Exercise 19. Substitute the words in bold with synonyms or equivalent phrases that fit the context:

I. Business English ensures clarity and professionalism.

II. The company wrote a manual for their products.

III. The message must be delivered effectively.

Exercise 20. Paraphrase the following sentences without changing their meaning

1. "The company uses business English to communicate with clients."
2. "Clear communication is vital for company operations."
3. "Idioms and slang are not allowed in business English."

Exercise 21. Sentence Construction Practice

B. Build complete affirmative sentences using the following word sets, following the correct order of words in an English sentence:

1. companies / manuals / write / detailed / their / for / products
2. effective / important / is / grammar / writing / in / business

A. The words in these sentences are in the wrong order. Rearrange them to make correct affirmative sentences:

1. "manual / wrote / company / the / yesterday."
2. "Business / is / important / clarity / in / English.»

◦ Create different types of questions based on the following sentence:

- "The company provides training for new employees."
- Yes/No: _____
- Wh-: _____
- Tag question: _____

◦ Identify the type of each question below (yes/no, wh-, tag question):

- "Does business English focus on clarity?"
- "What is the main purpose of business English?"
- "The company uses business English, doesn't it?"

Exercise 22. Identify Sentence Types

Label each sentence as affirmative, interrogative, or negative:

- "There are many benefits to using business English."
- "What is the purpose of this manual?"
- "Businesses do not always follow these rules."

Convert the following sentences into all three types: affirmative, interrogative, and negative:

- "The company writes a clear manual."
- "Businesses use simple language."

What is an academic CV?

An academic CV is a document similar to a resume, used to show your qualifications for a position in the academic field. Professionals applying for jobs at colleges or universities often prefer a CV over a resume because it allows them to highlight not just their work experience, but also their educational background, publications, conferences they've attended, and their research.

Academic CVs tend to be longer than resumes, sometimes up to 10 pages, because they include more detailed information. Unlike resumes, which focus only on the most relevant experience for the job, academic CVs list all your academic and professional accomplishments, providing a thorough view of your career.

How to write an academic CV

Here are some steps to help you write an academic CV:

1. List your contact information:

Start by putting your contact details at the top right corner of the document. This includes your name, phone number, email address, and, optionally, your city and province. If you have a personal or professional website with relevant research, include that too.

2. Write a short professional summary:

Below your contact details, write a short summary that describes your academic training, research interests, and relevant work experience. Keep it to three to five sentences, highlighting your key strengths.

3. Add your skills:

Next, list any skills that are relevant to the job. These can include hard skills like software knowledge, foreign languages, or research techniques. You can also include soft skills, like leadership or critical thinking, which show you have the qualities needed to succeed in the role.

4. Highlight your academic qualifications:

Include your education, starting with your undergraduate degree and working up to any advanced degrees. Be sure to include the name of the degree, the institution, and the dates you attended. If you recently graduated, you can also add your GPA.

5. Feature your professional experience:

Include any relevant work experience, starting with your most recent position. List your teaching experience, research associate roles, or any other academic jobs

you've had. If you don't have much academic experience, mention jobs related to the industry or subject you're applying to teach.

6. Include your publications and conference presentations:

An academic CV allows you to list your published works, presentations, and any research projects you've been involved in. For each publication, include the title, authors, and date of publication. For presentations, list the title, location, and date.

7. Mention awards, honours, and grants:

If you've received any awards, honours, or grants for your research, be sure to include these. Mention the organization that provided the funding, and the year you received the grant.

8. List professional associations:

If you're a member of any professional groups related to your field, list them here. Include the name of the organization and the dates you've been a member. This shows you are engaged with the academic community.

9. Proofread for spelling, grammar, and clarity:

Once your CV is complete, take the time to proofread it. Spelling and grammar errors can hurt your chances of being hired, so carefully review your CV and ask a friend or colleague to read it as well.

What to include in an academic CV

Here are some sections that should be included in an academic CV:

- Name and contact information
- Summary of qualifications
- Education, certifications, and licenses
- Publications, theses, and dissertations
- Conferences and presentations
- Research accomplishments
- Professional experience
- Awards and honours
- Professional associations

Including these sections will help demonstrate your qualifications for an academic position. An academic CV allows you to show your depth of experience and make a strong impression on hiring committees.

Task 10. Write your academic CV using the following template (Here's a template you can use to create a CV to apply to graduate school or a teaching position)

[Name]

[Phone number]

[Email]

[Personal website]

Professional summary

[Try to keep the summary short. Three or four sentences should be enough to express your interest, share your goals, and highlight your most relevant experience, research, and skills.]

Hard and soft skills

[You can use this section to include relevant interests and skills, such as foreign languages you speak, web design experience, or computer programming abilities.]

Education

[Type of degree]

[Major and minor]

[School name]

[Dates of attendance]

Professional experience

[Include your employment history in reverse chronological order. List dates and briefly highlight position responsibilities and achievements. Unlike as in a resume, avoid using bullet points. Paragraphs are more formal and expected.]

Publications and dissertations

[Title]

[Date of publication]

[Page numbers and volume]

Conferences and presentations

[List any presentations or talks you've given and any conferences you've organized or attended.]

Honours, grants, and awards

[This section can include internships, fellowships, or awarded grants. You can also list additional honours you've received related to your research. Be sure to include the organization, dates, your title, and the amount of grant money awarded.]

Professional associations

[Highlight professional associations you belong to and say whether you're on the board of any organization.]

Questions for self-control

1. What are the main members of a sentence, and why are they essential?
2. How do secondary members of a sentence contribute to the meaning? Can you provide examples using educational vocabulary?
3. Can you identify the subject, predicate, and object in this sentence: "The instructor gave the students detailed feedback"?
4. What is the regular word order of an affirmative sentence in English? How does it differ from your native language?
5. Why is word order so important in English compared to other languages, such as Ukrainian?
6. What is the purpose of using impersonal constructions like "There is/There are"?
7. How are impersonal sentences used to create formality in business or academic writing?
8. When would you use emphatic constructions like "It is/was ... that/who"? Can you provide an example?
9. How do emphatic constructions help in adding emphasis to a statement?
10. Why are word substitutions important in English writing? How can they improve clarity and avoid repetition?
11. What are the different types of interrogative sentences, and how do their structures differ?
12. How do you form a negative sentence from an affirmative one? Give an example using an educational context.
13. In English, word order changes depending on whether the sentence is affirmative, negative, or interrogative. Why is this important for effective communication?
14. What is a Curriculum Vitæ (CV), and why is it important when applying for a job or internship?
15. How does a CV differ from a résumé in terms of content and format?
16. What are the essential components of a CV for an academic or research position?

17. How can you use specific vocabulary to demonstrate professionalism and competence in your CV?
18. In what ways does participating in international cooperation programs improve your professional English skills?
19. How do you demonstrate your suitability for grant activities in a CV?

Topic 5 Types and methods of translation of scientific literature. Equivalence of translation. Grammatical, lexical, semiotic problems of translation. Academic vocabulary in English. The problem of reproducing terminology. Translation of a text in a specialised field.

Lead-in questions:

- *Why is it important to accurately translate scientific literature across languages?*
- *In your opinion, what are the consequences of poor translation in academic or scientific fields?*
- *What are some common types or methods used for translating scientific literature?*
- *How do you understand the term "equivalence" in translation? What is its significance in scientific translation?*
- *In scientific translations, should translators prioritize grammatical equivalence or meaning equivalence? Why?*
- *What are some grammatical challenges that translators face when translating scientific texts between languages with different grammatical structures (e.g., English to Ukrainian)?*
- *Can you give an example of a lexical issue in scientific translation, such as when a word in one language has no exact equivalent in another?*
- *How do semiotic issues (symbols, signs, or cultural connotations) influence scientific translation, especially for fields like medicine or engineering?*
- *What role does academic vocabulary play in the translation of scientific literature, and why is consistency important?*

- *How do translators ensure the accuracy of highly specialised terminology, especially in fast-evolving fields like technology or medicine?*
- *What are the main problems translators face when trying to reproduce scientific terminology from one language to another? Can you think of an example from your field of study?*
- *How do you think machine translation tools (like Google Translate) can be helpful or harmful when working with specialised academic texts?*

Reading

The Problem of Reproducing Education and Pedagogy Terminology

In the field of education and pedagogy, the proper use and understanding of terminology are crucial for effective communication among educators, researchers, and students. However, the reproduction of education-specific terminology presents several challenges that need careful attention, especially in multilingual and diverse cultural contexts.

One of the main issues is the inconsistency in the translation and interpretation of educational terminology. Terms like "assessment," "curriculum," or "pedagogical approach" might have different connotations in various educational systems. For example, the term "assessment" could mean formal testing in one context, while it might refer to ongoing evaluation or formative feedback in another. Such inconsistencies can lead to misunderstandings, making it difficult for educators to share best practices or collaborate effectively across different educational traditions.

Furthermore, specialized terms in pedagogy are often abstract and complex, which makes them challenging for learners, especially those whose first language is not English. The terminology of education is filled with nuanced concepts like "constructivism," "metacognition," and "scaffolding." Each of these terms requires a thorough understanding of the theoretical background and its practical applications. The challenge is not only to understand these concepts but also to accurately apply them in real educational scenarios.

Another aspect of the problem is the rapid evolution of educational theory and practice. The language of education and pedagogy is continuously evolving, with new terms being coined to reflect changes in teaching strategies, technology integration,

and learning paradigms. This constant shift makes it challenging for educators to keep up-to-date with the current terminology, and it requires ongoing professional development. Without a shared understanding of current terms, collaboration among educators, researchers, and policymakers can become fragmented, hindering the development of cohesive educational strategies.

Moreover, the reproduction of pedagogical terminology also faces the challenge of accessibility. Many educators, especially those working in under-resourced environments, might not have access to the latest research or professional development opportunities that introduce new terminology and concepts. This gap in access exacerbates inequalities in education quality, as educators may be left without the tools they need to effectively teach or communicate contemporary pedagogical concepts.

To address these issues, it is essential to promote consistent definitions, translations, and usages of educational terminology. Collaboration among international organizations, educators, and linguists could help standardize terms and make them accessible to all educators, regardless of their context. Additionally, creating glossaries, conducting workshops, and developing resources that clarify these terms can significantly enhance educators' ability to effectively reproduce and apply pedagogical concepts.

In conclusion, the problem of reproducing education and pedagogy terminology is a multifaceted issue involving translation inconsistencies, complexity, evolving language, and accessibility. Addressing these challenges will require coordinated efforts to develop shared resources and ensure that educators worldwide have access to the terminology and concepts they need to foster effective teaching and learning.

Reading Comprehension Exercises

Exercise 1. Decide if the following statements are true or false according to the text.

- I. Specialized terms in pedagogy are generally easy for learners to understand.
- II. The meaning of educational terms is always consistent across different cultural contexts.
- III. Educational terminology is evolving constantly due to changes in teaching strategies and technology.

- IV. Access to the latest terminology is not an issue for educators working in under-resourced environments.
- V. Collaboration among international organizations can help standardize educational terminology.

Exercise 2. Choose the best answer for each question.

- I. What is one of the main challenges in reproducing educational terminology?
 - a) Lack of new theories
 - b) Inconsistent translations and interpretations
 - c) Too many teachers
 - d) Lack of interest in education
- II. What can the term "assessment" mean in different educational systems?
 - a) It always means the same thing
 - b) Formal testing or ongoing evaluation
 - c) Only testing students
 - d) Curriculum planning
- III. Why is it difficult for educators to keep up with educational terminology?
 - a) It is too simple
 - b) It is constantly evolving
 - c) There are too many teachers
 - d) It is only in English
- IV. Which of the following is a solution mentioned to address the problems of reproducing educational terminology?
 - a) Reducing the number of teachers
 - b) Creating glossaries and conducting workshops
 - c) Ignoring new terms
 - d) Stopping professional development

Exercise 3. Answer the following questions in your own words.

- I. Why does the complexity of pedagogical terms present a challenge to learners whose first language is not English?
- II. How does the rapid evolution of educational theory impact educators?
- III. What is one solution proposed to make educational terminology more accessible to all educators?

Exercise 4. Match the words from the text with their definitions.

- I. Connotation
 - II. Scaffolding
 - III. Glossary
 - IV. Pedagogy
 - V. Fragmented
- a) Teaching methods or the theory of teaching
 - b) Divided or broken into parts
 - c) A list of terms with definitions, often at the end of a book
 - d) Support provided to a learner until they are independent
 - e) The implied or additional meaning of a word

Exercise 5. Complete the sentences with the correct word or phrase from the text.

- I. The _____ of educational terminology across cultures can lead to misunderstandings.
- II. Specialized terms like "constructivism" and "metacognition" require a thorough understanding of their _____.
- III. The terminology in education evolves rapidly, reflecting changes in teaching strategies and _____ integration.
- IV. Many educators lack access to _____ that introduce new terminology.
- V. One way to standardize educational terminology is through collaboration among _____ organizations.

Exercise 6. Discuss these questions with a partner or write your responses.

- I. Why is it important to standardize educational terminology, especially in a multilingual context?
- II. How do you think access to professional development opportunities affects the quality of education?
- III. In what ways could international collaboration improve the reproduction of educational terminology?

Vocabulary and Grammar in Context

Exercise 7. Identify and define the following words from the text:

- A. Terminology

- B. Pedagogy
- C. Connotation
- D. Scaffolding
- E. Fragmented

II. Write a sentence using each word in the context of education or pedagogy.

Exercise 8. Find and list five examples of complex terms related to education (e.g., constructivism, metacognition).

- Identify the root word of each term and explain how prefixes or suffixes change the meaning.

Exercise 9. Find synonyms in the text for the following words:

- A. Challenge (e.g., problem, difficulty)
- B. Accessible (e.g., available, reachable)
- C. Evolve (e.g., change, develop)
- D. Complex (e.g., complicated, intricate)
- E. Standardize (e.g., regularize, normalize)

Exercise 10. Identify and write down five examples of collocations (common word pairings) in the text. For example:

1. Educational terminology
2. Professional development

II. Use each collocation in a new sentence of your own, related to the field of education.

Exercise 11. Categorize the following words from the text according to their part of speech (noun, verb, adjective, adverb):

- A. Rapidly
- B. Evolution
- C. Support
- D. Fragmented
- E. Glossary

Focus on Grammar

Verb Tense Forms in the Active Voice

Understanding verb tenses in the active voice is crucial for effective communication, especially in formal or academic settings. In the active voice, the subject of the

sentence performs the action. This guide will explain the key verb tense forms in the active voice, their structures, and provide examples to help you master their use.

1. Simple Tenses

1.1 Simple Present

- **Form:** Base form of the verb (add -s or -es for third person singular)
- **Usage:** Used for habitual actions, general truths, and facts.
- **Examples:**
 - **I teach** educational theory.
 - **She writes** research papers.

1.2 Simple Past

- **Form:** Base form + -ed for regular verbs; irregular verbs have unique past forms.
- **Usage:** Describes an action that was completed in the past.
- **Examples:**
 - **They studied** pedagogy last year.
 - **He taught** a course on educational technology.

1.3 Simple Future

- **Form:** Will + base form of the verb
- **Usage:** Describes an action that will happen in the future.
- **Examples:**
 - **We will attend** the seminar tomorrow.
 - **She will give** a lecture on curriculum design.

2. Continuous (Progressive) Tenses

2.1 Present Continuous

- **Form:** Am/is/are + verb + -ing
- **Usage:** Describes an action happening right now or a temporary action.
- **Examples:**
 - **I am reading** an article on educational methodologies.
 - **They are preparing** for the upcoming workshop.

2.2 Past Continuous

- **Form:** Was/were + verb + -ing

- **Usage:** Describes an action that was in progress at a specific time in the past.
- **Examples:**
 - **She was teaching** when the principal entered the classroom.
 - **We were discussing** the new learning strategies.

2.3 Future Continuous

- **Form:** Will be + verb + -ing
- **Usage:** Describes an action that will be in progress at a specific time in the future.
- **Examples:**
 - **I will be attending** the education conference next week.
 - **They will be conducting** research in the spring.

3. Perfect Tenses

3.1 Present Perfect

- **Form:** Have/has + past participle
- **Usage:** Describes an action that happened at an unspecified time in the past or started in the past and continues to the present.
- **Examples:**
 - **I have completed** my teaching portfolio.
 - **She has taught** this subject for five years.

3.2 Past Perfect

- **Form:** Had + past participle
- **Usage:** Describes an action that was completed before another action in the past.
- **Examples:**
 - **By the time** I arrived, **they had finished** the lecture.
 - **He had already learned** the material before taking the exam.

3.3 Future Perfect

- **Form:** Will have + past participle
- **Usage:** Describes an action that will be completed before a specific time in the future.
- **Examples:**
 - **She will have published** her research by next year.
 - **They will have graduated** by the time the new academic year starts.

4. Perfect Continuous Tenses

4.1 Present Perfect Continuous

- **Form:** Have/has been + verb + -ing
- **Usage:** Describes an action that started in the past and continues to the present, often emphasizing duration.
- **Examples:**
 - **I have been working** on my thesis for three months.
 - **She has been studying** educational psychology.

4.2 Past Perfect Continuous

- **Form:** Had been + verb + -ing
- **Usage:** Describes an action that was ongoing before another action in the past.
- **Examples:**
 - **They had been discussing** the proposal before the meeting was interrupted.
 - **She had been researching** the topic for years before she published.

4.3 Future Perfect Continuous

- **Form:** Will have been + verb + -ing
- **Usage:** Describes an action that will have been ongoing up to a point in the future.
- **Examples:**
 - **By next month, I will have been teaching** for five years.
 - **They will have been working** on the project for a year by then.

Summary Chart

Tense Type	Present	Past	Future
Simple	She teaches	She taught	She will teach
Continuous	She is teaching	She was teaching	She will be teaching
Perfect	She has taught	She had taught	She will have taught
Perfect Continuous	She has been teaching	She had been teaching	She will have been teaching

Tips for Using Verb Tenses in Active Voice

- I. **Time Reference:** Always pay attention to time references, as they will help you decide which tense to use. For instance, words like "yesterday," "last year," or "by next week" can guide the correct tense.

- II. **Clarity of Action:** In the active voice, the subject is the doer of the action, which makes sentences more direct and dynamic. For example, "**The teacher explained** the lesson" is clearer than using a passive construction.
- III. **Avoid Overuse of Complex Forms:** In business and academic writing, focus on clarity. While perfect and perfect continuous tenses can add precision, simple tenses often communicate the message more directly.
- IV. **Use Context-Appropriate Examples:** When writing about education and pedagogy, using examples that reflect classroom scenarios, academic activities, or research projects can make tense usage more relatable.

Practice Sentences

- **Present Perfect:** "I **have attended** several workshops on curriculum development."
- **Past Continuous:** "While **we were discussing** student behavior, the bell rang."
- **Future Simple:** "Next week, she **will present** her research findings."

Grammar in Context

Exercise 12. Choose three sentences from the text and:

- I. Identify the main members (subject and predicate).
- II. Identify the secondary members (object, complement, and adverbial modifier).

Exercise 13. Find and analyze the order of words in the following types of sentences from the text:

- I. Affirmative Sentence: Write down the subject-verb-object structure.
- II. Negative Sentence: Identify how the negative form is created.
- III. Interrogative Sentence: Rewrite an affirmative sentence from the text as an interrogative.

Exercise 14. Find one example of an impersonal sentence in the text.

- Rewrite it using a different structure while maintaining the original meaning.

Exercise 15. Identify any emphatic constructions in the text, such as "It is ... that".

- Write your own sentence using an emphatic construction to emphasize a key point related to education.

Exercise 16. Find an example of the "there is/there are" construction in the text.

- Rewrite it as a question and as a negative sentence.

Exercise 17. Take a complex sentence from the text and break it down into two simpler sentences.

- Conversely, combine two simple sentences into one complex sentence while keeping the meaning intact.

Exercise 18. Identify a sentence in the text written in the passive voice.

- Rewrite it in the **active voice**.

Exercise 19. Find or create an example of each type of interrogative sentence (yes/no questions, wh-questions, alternative questions, and tag questions) based on the content of the text.

Questions for self-control

- What is the difference between simple, continuous, and perfect tenses in English?
- Can you provide an example of a sentence in the active voice using the present perfect tense?
- Why is it important to use the correct tense when writing or speaking in English?
- How do we form the simple present tense for third-person singular subjects?
- What are the main uses of the simple past tense in communication?
- Can you think of a situation in education where the simple future tense would be used?
- When should you use the present continuous tense? Can you create an example related to education or pedagogy?
- How is the past continuous tense different from the simple past? Provide an example.
- What is the purpose of the future continuous tense? Can you think of a real-life situation where it would be useful?
- How is the present perfect tense different from the simple past tense?
- When would you use the future perfect tense in professional communication?
- What is the main difference between the present perfect and the present perfect continuous tenses?
- How would you use the past perfect continuous tense to describe a research activity?
- In a classroom setting, what tense would you use to describe:
 - A current lesson?

- A lesson that took place yesterday?
- A lesson that you plan to give tomorrow?
- Why is using the active voice important when writing about educational activities?
- Describe an educational activity using different verb tenses: What are you doing now? What did you do yesterday? What will you do next week?
- What tense would you use to describe a pedagogical practice you have been using for a long time and plan to continue using? Why?

Task for self-study

Make a written translation of the proposed (<https://www.indeed.com/career-advice/starting-new-job/introduce-yourself-to-new-coworkers>) text. Prepare to interpret an unfamiliar text.

Topic 6 Using language as a means of learning. Academic English vocabulary. Structure and rules for writing academic papers in different disciplines.

Lead-in questions

- *How does mastering academic language skills influence your ability to understand and engage with complex academic content?*
- *Can you think of an example where language was a barrier or facilitator in your learning experience, particularly in a multilingual or international context?*
- *How important is it for students to master academic English, even if they are studying in a non-English-speaking country?*
- *What strategies do you use to expand your academic English vocabulary, and how does it impact your ability to read and write academic papers?*
- *How does academic vocabulary differ from general English, and why is it important to make this distinction in academic writing?*
- *In your opinion, how do language choices, such as the use of passive vs. active voice, affect the clarity and tone of an academic paper?*
- *When writing academic papers in different disciplines, how do you adjust your writing style to match the expectations of that field?*

- *Have you noticed any differences in how research findings are communicated in academic papers from different fields? What are they, and why do you think these differences exist?*
- *How do interdisciplinary studies complicate the process of writing academic papers, especially when it comes to combining different writing conventions?*
- *Why is it important for postgraduate students to adapt to the specific writing norms and standards of their discipline, and what strategies can help them do this?*

Reading

How Collaboration Promotes Deeper Learning (B1 Level)

One teacher has learned that focusing on both individual and group work in lessons helps create a strong foundation for learning.

In today's world, individual success often comes before group progress. Our schools sometimes encourage competition rather than teamwork. However, I believe learning is not just about personal success—it is something we achieve together. Students can succeed not only on their own but also by working with and supporting their classmates.

To achieve this, I have created a plan that focuses on making learning meaningful for both individuals and groups.

The Importance of Intentional Learning

Learning needs to be intentional, which means that everything we do in the classroom should have a clear purpose. When we plan lessons, we should think about what we want students to achieve, both academically and personally.

We also need to think about how students can play, explore, and ask questions. For example, we can make lessons that encourage curiosity and help students feel confident when they don't know the answers right away.

Intentional learning also means helping students become critical and creative thinkers. We need to go beyond just teaching facts or preparing students for tests. Instead, we should create experiences that inspire students to think deeply and engage with the material in meaningful ways.

For example, what if entering the classroom became part of the learning experience? Instead of just walking in, students could enter through an "imagination portal" that sets the tone for creative thinking. In a high school biology class, students could imagine they're entering a new planet and be asked to create something new using the materials they find there. This type of activity encourages them to think creatively and be open to new ideas.

The Power of Interconnected Learning

Learning is more powerful when students understand how different ideas and subjects are connected. This means creating lessons that help students see how topics are related and explore different viewpoints.

For example, instead of focusing on one subject at a time, we could start lessons with a big question that connects to real life, such as, "How do we balance individual needs with the needs of our community?" This question can be explored through different subjects.

In science, students might look at how personal choices affect community health. In literature, they could discuss a book like *To Kill a Mockingbird*, which explores the balance between personal desires and societal needs. In math, they could study how individual decisions impact others using game theory.

By connecting these subjects, students will develop a deeper understanding of how their learning relates to the world around them.

Making Learning Impactful

Learning should also have a real impact on students. They need to see how their efforts matter and how they can make a difference in the world. When students only focus on tests or grades, they may not feel that their learning is meaningful. But if they see learning as a tool for understanding the world and creating change, they will become more engaged and motivated.

One way to do this is by giving students opportunities to take action. For example, students could create an "Unfair Museum" where they highlight issues they find unfair. They could create artwork or projects based on their research and present these to their classmates or the wider community. This type of project allows students to think critically about important issues and work together to create solutions.

Conclusion

The approach I use helps to bring together individual success and group collaboration. It shows students that learning is not only about personal achievement but also about working together to make a positive impact on the world. By focusing on intentional, interconnected, and impactful learning, we can help students become thoughtful, creative, and empathetic individuals.

Reading comprehension exercises

Exercise 1. Read the statements below and decide if they are true or false based on the text.

1. The teacher believes that individual success is more important than collaboration.
2. Intentional learning means planning lessons with a clear purpose.
3. In an imagination portal, students enter a space that encourages creative thinking.
4. The teacher only focuses on teaching facts and preparing students for exams.
5. Interconnected learning helps students understand how different subjects are related.
6. An “Unfair Museum” allows students to create artwork about things they find just and fair.
7. The main goal of the teacher's approach is to make learning more impactful for students.

Exercise 2. Choose the correct answer for each question.

1. Why does the teacher want to focus on collaboration in learning?
 - a) Because students need to work together to pass exams.
 - b) Because learning is not just about individual success but about working together.
 - c) Because group work makes lessons easier for the teacher.
2. What does “intentional learning” mean?
 - a) Teaching students how to play and explore only.
 - b) Making sure every part of the lesson has a clear purpose.
 - c) Focusing only on content standards.
3. How can interconnected learning benefit students?
 - a) It helps them become better at solving math problems.
 - b) It allows them to explore problems from different viewpoints and subjects.
 - c) It makes the lessons shorter and easier to understand.

4. What is the purpose of the "Unfair Museum" project?

- a) To help students create artwork about unfair situations
- b) To prepare students for exams on social issues.
- c) To improve students' drawing and painting skills.

Exercise 3. Answer the following questions in one or two sentences.

1. What does the teacher mean by "intentionality" in learning?
2. How can an "imagination portal" activity be used in the classroom?
3. Why is it important to connect different subjects in learning?
4. How does the teacher's approach help students make a positive impact on the world?

Exercise 4. Complete the sentences using the information from the text.

1. The teacher believes that learning is not just an individual pursuit but a _____ endeavor.
2. Intentional learning requires creating experiences that go beyond _____ standards.
3. Interconnected learning encourages students to understand the links between different _____ and _____.
4. The "Unfair Museum" project gives students the opportunity to explore _____ and _____ from different perspectives.

Exercise 5. In small groups, discuss the following questions.

1. Do you think collaboration is important in learning? Why or why not?
2. How can making lessons more intentional change the way students learn?
3. In what ways can connecting different subjects help students understand the world better?
4. How do you think projects like the "Unfair Museum" can help students develop critical thinking and empathy?

Vocabulary and Grammar in Context

Exercise 6. For each of the following words or phrases from the text, write down its meaning and create a sentence using it.

1. Collaboration

- Definition: _____
- Sentence: _____

2. Intentional

- Definition: _____
- Sentence: _____

3. Empathy

- Definition: _____
- Sentence: _____

4. Interconnectedness

- Definition: _____
- Sentence: _____

5. Impactful

- Definition: _____
- Sentence: _____

Exercise 7. Match the words from the text with their synonyms or antonyms.

Write the correct match next to the word.

1. Collaboration

- Synonym:
 - a) Isolation
 - b) Cooperation
 - c) Competition

2. Intentional

- Antonym:
 - a) Deliberate
 - b) Accidental
 - c) Careful

3. Empathy

- Synonym:
 - a) Sympathy
 - b) Understanding
 - c) Indifference

4. Interconnectedness

- Antonym:
 - a) Separation
 - b) Link
 - c) Relation

5. Impactful

- Synonym:
 - a) Significant
 - b) Meaningless
 - c) Effective

Exercise 8. Fill in the blanks with the correct form of the word given. Use either a noun, verb, or adjective.

1. Collaborate

- Verb: Collaborate
- Noun: _____
- Adjective: _____

2. Intention

- Noun: Intention
- Verb: _____
- Adjective: _____

3. Empathy

- Noun: Empathy
- Verb: _____
- Adjective: _____

4. Impact

- Verb: Impact
- Noun: _____
- Adjective: _____

5. Connect

- Verb: Connect
- Noun: _____
- Adjective: _____

Exercise 9. Match the words to form common collocations that are used in the text.

1. Learning

- a) empathy
- b) process
- c) experience

2. Critical

- a) challenge
- b) approach
- c) thinking

3. Create

- a) opportunities
- b) goals
- c) collaboration

4. Explore

- a) connections
- b) diverse perspectives
- c) academic standards

5. Design

- a) questions
- b) experiences
- c) answers

Exercise 10. Read the sentences below from the text and identify the role each underlined word plays (noun, verb, adjective, adverb, etc.). Then, replace the underlined word with a synonym that would fit in the same context.

1. **Learning** has to be intentional.

- Role: _____
- Synonym: _____

2. Students are **encouraged** to think critically.
 - Role: _____
 - Synonym: _____
3. Empathy is **fostered** through collaborative projects.
 - Role: _____
 - Synonym: _____
4. **Interconnectedness** helps students understand complex issues.
 - Role: _____
 - Synonym: _____
5. The teacher creates **impactful** learning experiences.
 - Role: _____
 - Synonym: _____

Exercise 11. Complete the sentences using the correct form of the word in parentheses.

1. Students are encouraged to actively _____ (collaborate) during class discussions.
2. The teacher designed _____ (intentional) activities to foster creativity.
3. A sense of _____ (empathize) helps students understand others' perspectives.
4. The _____ (interconnect) between subjects allows for deeper learning.
5. The students' work had a significant _____ (impact) on the school community.

Focus on grammar

Species-temporal forms of the verb in the passive voice. The main difference between passive and active voice.

1. The Passive Voice: An Overview

The **passive voice** is used when the focus is on the action or the recipient of the action, rather than the doer (subject). It is often used to emphasize the action itself or when the doer of the action is unknown or unimportant.

Active Voice:

- Subject + Verb + Object

Example: *The teacher explains the topic.*

Passive Voice:

- Object + Auxiliary Verb (to be) + Past Participle + (Optional Agent)

Example: *The topic is explained (by the teacher).*

2. Species-Temporal Forms of the Verb in the Passive Voice

The species-temporal forms in English express different tenses in both active and passive voice. Below are common tenses in the **passive voice**:

1. Present Simple Passive:

- *am/is/are + past participle*
- Example: *The project is completed on time.*
- From the text: *Students are encouraged to think critically.*

2. Past Simple Passive:

- *was/were + past participle*
- Example: *The research was published in a scientific journal.*

3. Future Simple Passive:

- *will be + past participle*
- Example: *The report will be presented next week.*

4. Present Continuous Passive:

- *am/is/are being + past participle*
- Example: *The lecture is being recorded for future use.*

5. Past Continuous Passive:

- *was/were being + past participle*
- Example: *The topic was being discussed when the bell rang.*

6. Present Perfect Passive:

- *have/has been + past participle*
- Example: *The paper has been accepted for publication.*

7. **Past Perfect Passive:**

- *had been + past participle*
- Example: *The assignment had been completed before the deadline.*

8. **Future Perfect Passive:**

- *will have been + past participle*
- Example: *The project will have been finished by Friday.*

3. **Main Differences Between Active and Passive Voice**

- **Focus on the Subject vs. Object:**
 - Active voice emphasizes the doer of the action.
 - Passive voice focuses on the receiver of the action or the action itself.
- **Clarity:**
 - The active voice is often more direct and clearer, while the passive voice is used when the action is more important than the doer.
- **Agent (by + doer):**
 - In the passive voice, the agent (who performs the action) can be omitted if it's unknown or irrelevant.
 - Example: *The experiment was conducted (by the students).*

4. **Cases When the Passive Voice is Used**

The passive voice is used in the following situations:

1. **When the doer is unknown:**

- Example: *The solution was discovered accidentally.*

2. **When the doer is unimportant or obvious:**

- Example: *The homework was completed.*

3. **When the action is more important than the doer:**

- Example: *Empathy is fostered through collaborative work.*

4. **In formal writing or scientific contexts:**

- Example: *The results were analyzed by the research team.*

5. Translation of Ukrainian Verb Forms into English (Passive)

In Ukrainian, verb forms are more frequently used in the active voice, and the doer is often implied. When translating Ukrainian sentences into English, it's crucial to determine whether a passive voice is needed.

Example from Ukrainian:

- **Ukrainian (active):** ПРОЕКТ ЗАВЕРШЕНО.
- **English (passive):** The project has been completed.

6. The Infinitive: Its Forms and Functions

The **infinitive** is the base form of the verb, usually preceded by "to" (except in modal constructions).

1. Forms of the Infinitive:

- **Simple Infinitive:**
Example: *to study*
- **Continuous Infinitive:**
Example: *to be studying*
- **Perfect Infinitive:**
Example: *to have studied*
- **Perfect Continuous Infinitive:**
Example: *to have been studying*

2. Functions of the Infinitive:

- **As a subject:**
Example: *To collaborate effectively is important.*
- **As an object:**
Example: *Students need to understand the topic.*
- **As a complement:**
Example: *The goal is to foster empathy.*

7. Infinitive Complexes

Infinitive complexes in English are constructions that involve an infinitive and provide further information about the subject or object.

1. Object Infinitive Complex:

- Structure: **Subject + Verb + Object + Infinitive**
- Example: *The teacher encouraged the students to collaborate.*

2. Subjective Infinitive Complex:

- Structure: **It + to be + Subject + Infinitive**
- Example: *It is expected for students to participate.*

3. Prepositional Infinitive Complex:

- Structure: **Preposition + Infinitive**
- Example: *The team is responsible for organizing the event.*

8. Vocabulary from the Text with Infinitive Usage

Below are examples from the text "How Collaboration Promotes Deeper Learning," demonstrating the use of infinitives and passive constructions:

- **To foster** empathy, understanding, and collaboration is crucial. (Infinitive as subject)
- The students are **encouraged to collaborate**. (Object infinitive complex)
- It is important **to create** intentional learning experiences. (Infinitive after adjective)
- The activity is designed **to promote** deeper thinking. (Infinitive of purpose)

Exercise 12. Read the sentences below taken from the text. Identify whether the sentence is in the active or passive voice and then rewrite the passive voice sentences into the active voice and vice versa.

1. *The Unfair Museum fosters empathy and critical thinking.*

- Voice: _____
- Rewrite in Passive Voice:

2. *Students are encouraged to think critically about their place within a larger context.*

◦ Voice: _____

◦ Rewrite in Active Voice:

3. *An “imagination portal” could be designed to transport students to a new planet.*

◦ Voice: _____

◦ Rewrite in Active Voice:

4. *The students learning influences the world around them.*

◦ Voice: _____

◦ Rewrite in Passive Voice:

5. *Students are given the chance to act in the world now.*

◦ Voice: _____

◦ Rewrite in Active Voice:

Exercise 13. Change the following active sentences into passive voice. Focus on maintaining the correct tense and meaning.

1. The teacher creates learning experiences that foster collaboration.

◦ Passive Voice: _____

2. The students discussed unfair situations in their community.

◦ Passive Voice: _____

3. The class explores interconnectedness between subjects like science and literature.

◦ Passive Voice: _____

4. The teacher will encourage students to express their ideas creatively.

◦ Passive Voice: _____

5. The project gave students the opportunity to express their concerns.

◦ Passive Voice: _____

Exercise 14. Rewrite the following sentences from passive voice into active voice.

Pay attention to the subject and tense.

1. Opportunities are created for students to see how subjects are connected.

◦ Active Voice: _____

2. The lesson was designed with intentionality by the teacher.

◦ Active Voice: _____

3. Critical thinking skills are developed through group collaboration.

◦ Active Voice: _____

4. Empathy is fostered through projects like the “Unfair Museum.”

◦ Active Voice: _____

5. A powerful artifact was created by each student for the exhibition.

◦ Active Voice: _____

Exercise 15. Complete the sentences using the correct form of the verb in either the active or passive voice.

1. The project _____ (design) to encourage students to think critically.

2. Students _____ (invite) to reflect on how their work impacts others.

3. The teacher _____ (promote) deeper learning through collaboration.

4. Real-world issues _____ (address) by students in their final projects.

5. The Unfair Museum _____ (allow) students to express their feelings creatively.

Exercise 16. In pairs or small groups, discuss the following questions:

1. When is it more appropriate to use the active voice? Can you find examples from the text?

2. What are the benefits of using the passive voice in academic writing?

3. How does the choice between active and passive voice affect the clarity and emphasis of the message in writing?

Questions for self-control

Task 1. Answer the following questions

1. How do you form a passive sentence in the **Present Simple** tense? Provide an example.
2. How is the **Past Perfect Passive** formed? Write a sentence using this form.
3. How is the passive voice formed in the **Future Simple** tense? Write an example.
4. Compare the **Present Continuous Passive** with the **Present Perfect Passive**. How
5. do they differ in terms of usage and structure?
6. Provide an example of a sentence in the **Past Continuous Passive**.
7. What auxiliary verbs are used to form the passive voice in **future tenses**?
8. Why is the passive voice commonly used in scientific writing?
9. What are the main forms of the infinitive in English? Provide an example of each.
10. What is an **object infinitive complex**? Provide an example from an academic context.

Task 2. Compile a glossary in English of key concepts for the chosen problem of the dissertation.

Topic 7 Specific features of working with professional English-language scientific literature. Writing scientific literature reviews, cover letters, CVs and abstracts in English. Requirements for writing different types of scientific publications (abstract, theses of a scientific paper or conference, literature review, scientific article, monograph) in English. Requirements for preparing an article for publications included in the Scopus and Web of Science scientific and metric databases.

Lead-in questions

- *How does working with English-language scientific literature differ from working with texts in your native language?*
- *What is the primary purpose of a scientific literature review in academic research?*
- *What are the key differences between writing an abstract and a full scientific paper?*

- *What are the essential elements of an academic CV when applying for research positions or funding?*
- *What is the role of a cover letter when submitting scientific work for publication or when applying for a research position?*
- *How do you structure an abstract to highlight the main points of your research effectively?*
- *What are the differences between an abstract, a scientific article, and a monograph in terms of content and purpose?*
- *What is the structure of a scientific article submitted for publication? How does it differ from conference theses or a monograph?*
- *What are the main criteria for preparing an article for journals indexed in Scopus or Web of Science?*
- *Why do journals in Scopus and Web of Science have specific guidelines for authors? How do these guidelines affect the chances of publication?*
- *What steps should researchers take to ensure their article meets the standards of these scientific databases?*
- *Have you ever written or attempted to write a scientific article, abstract, or literature review in English? What challenges did you face?*
- *How do you plan to improve your writing when preparing documents for submission to international journals or conferences?*

When working with professional English-language scientific literature, understanding specific features and best practices is essential. English is the global language of science, so being proficient in reading, analyzing, and writing in English is a critical skill for researchers and academics worldwide.

1. Writing Scientific Literature Reviews, Cover Letters, CVs, and Abstracts

Scientific literature reviews, cover letters, CVs, and abstracts are crucial components of academic work and research. Each serves a specific purpose, and understanding how to craft them in English is important for success in the academic world.

- **Literature Reviews:** A literature review is a comprehensive survey of existing research on a particular topic. It provides an overview of current knowledge, identifies gaps, and helps frame future research questions. When writing a

literature review in English, it's important to focus on clarity, structure, and coherence. Use specific terminology from the field, critically analyze sources, and synthesize information to present a balanced understanding of the topic.

- **Cover Letters:** A cover letter accompanies your submission of a scientific paper, CV, or job application. It introduces you to the recipient and explains the purpose of the document. In a professional context, cover letters should be concise, formal, and tailored to the recipient's expectations. For example, when submitting a research paper to a journal, your cover letter should briefly summarize your research, its significance, and why it's a good fit for the journal.
- **CVs (Curriculum Vitae):** A CV is used to present your academic and professional qualifications, focusing on education, research, publications, and academic experience. When writing a CV in English, use clear headings and bullet points to make the document easy to read. Include all relevant academic achievements, such as grants, publications, and conference presentations, and ensure the information is up-to-date.
- **Abstracts:** Abstracts provide a brief summary of your research or scientific paper. They should be clear, concise, and informative, typically around 150–250 words. A well-written abstract includes the purpose of the research, the methodology, key findings, and the significance of the work. Since the abstract is often the first part of your work that readers and reviewers see, it's essential to make it compelling and informative.

2. Types of Scientific Publications and Requirements for Writing Them

In English-language academia, researchers and scholars are required to write various types of publications. Each type has its own specific format, structure, and purpose.

- **Abstracts:** These are brief summaries of research papers or studies, often used in conferences and journal submissions. Abstracts must be concise, well-structured, and convey the main points of the research clearly.
- **Theses:** A thesis is a formal document that presents a student's research findings, typically for a master's or doctoral degree. Writing a thesis in English requires precision, an in-depth analysis of the topic, and a formal academic

tone. The structure usually includes an introduction, literature review, methodology, results, and conclusion.

- **Scientific Papers:** These are formal reports of research findings. Scientific papers have a standard format: introduction, methodology, results, discussion, and conclusion. Writing a scientific paper requires strict adherence to the style and formatting guidelines of the target journal.
- **Conference Theses:** These are shorter versions of scientific papers presented at academic conferences. They often focus on preliminary findings and are written to engage a specific academic audience. Conference theses should be clear, concise, and focus on key findings that can generate discussion.
- **Monographs:** A monograph is a detailed written study on a single specialized subject. Writing a monograph in English is a more extensive endeavor, often requiring a deep and thorough investigation of a topic. It should be structured logically, and the argument should be developed consistently throughout the text.

3. Preparing Articles for Scopus and Web of Science Indexed Journals

Publishing in international journals indexed in **Scopus** and **Web of Science** is a significant milestone for any academic. These scientific databases track and evaluate the impact of journals and articles. To get published in these highly ranked journals, several key requirements must be met:

- **Clear and Coherent Language:** Articles must be written in clear and precise English. Complex ideas should be explained with clarity, avoiding ambiguous language. Proper grammar, punctuation, and style are essential for readability.
- **Adherence to Journal Guidelines:** Each journal has specific submission guidelines regarding word count, structure, formatting, and referencing style (e.g., APA, MLA, Chicago). Following these guidelines is crucial for acceptance.
- **Original Research:** Journals indexed in Scopus and Web of Science prioritize original research that contributes to the advancement of knowledge in a specific field. Researchers should ensure their work offers new insights or findings that address significant gaps in the current literature.
- **Peer Review Process:** Articles submitted to these journals undergo rigorous peer review by experts in the field. This process ensures that the research is

valid, relevant, and of high quality. It's important to be prepared for multiple rounds of revision and feedback from reviewers.

- **Data Presentation:** Data should be presented clearly, with accurate tables, figures, and charts. Authors should use the appropriate statistical methods and ensure that the results are presented logically and coherently.

Grammar Guide

1. Personal Verbs

- **Definition:** Personal verbs are action words that refer to specific subjects in a sentence. They can be conjugated to reflect tense, mood, and aspect.
- **Examples:** run, write, think, learn
- **Usage:** Personal verbs must agree with their subjects in person and number (e.g., I run, he runs).

2. Modal Verbs

- **Definition:** Modal verbs express necessity, possibility, permission, or ability. They do not change form based on the subject.
- **Examples:** can, could, may, might, must, shall, should, will, would
- **Usage:**
 - **Ability:** She can swim.
 - **Possibility:** It might rain tomorrow.
 - **Obligation:** You must finish your homework.

3. Secondary Predication

- **Definition:** Secondary predication involves an additional predicate that describes the subject or object of the main verb, often using a verb in the infinitive or participial form.
- **Examples:**
 - I saw him **leave**. (infinitive)
 - They made her **cry**. (infinitive)

4. Subjunctive Mood

- **Definition:** The subjunctive mood expresses wishes, hypothetical situations, or actions contrary to fact.

- **Examples:**
 - If I **were** you, I would take the job. (hypothetical)
 - I wish it **were** sunny today. (wish)
- **Usage:** The subjunctive is often used after certain verbs and expressions, like "wish," "suggest," or "recommend."

5. Multifunctional Verbs

- **Definition:** Multifunctional verbs can serve different grammatical functions based on context, acting as main verbs, auxiliary verbs, or in idiomatic expressions.
- **Examples:**
 - "have" can indicate possession (I have a book) or serve as an auxiliary verb (I have eaten).

6. Conjunctions

- **Definition:** Conjunctions connect words, phrases, or clauses in a sentence.
- **Types:**
 - **Coordinating Conjunctions:** for, and, nor, but, or, yet, so
 - Example: I wanted to go, but it was raining.
 - **Subordinating Conjunctions:** although, because, since, unless, while
 - Example: I will stay home because it is raining.

7. Compound Sentences

- **Definition:** A compound sentence contains two or more independent clauses joined by coordinating conjunctions or a semicolon.
- **Example:** She likes to read, and he likes to write.

8. Compound Subordinate Clauses

- **Definition:** These clauses contain multiple subordinate clauses linked by subordinating conjunctions.
- **Example:** Although it was raining and the traffic was heavy, we still arrived on time.

9. Types of Subordinate Clauses

- **Noun Clauses:** Function as a noun within the sentence.

- Example: I believe that she is right.
- **Adjective Clauses:** Modify nouns and are introduced by relative pronouns (who, whom, whose, which, that).
 - Example: The book that you lent me was fascinating.
- **Adverbial Clauses:** Modify verbs, adjectives, or other adverbs, providing context (when, where, why).
 - Example: We left when it started to rain.

10. Direct Speech

- **Definition:** Direct speech reports the exact words spoken by a person, enclosed in quotation marks.
- **Example:** She said, "I am coming to the party."

11. Indirect Speech

- **Definition:** Indirect speech reports what someone said without quoting their exact words. It often involves changes in verb tense, pronouns, and time expressions.
- **Example:** She said that she was coming to the party.

12. Sequence of Tenses

- **Definition:** The sequence of tenses refers to how the tense of the verb in the main clause influences the tense of the verb in the subordinate clause, especially in indirect speech.
- **Examples:**
 - Direct: "I am eating," she said.
 - Indirect: She said that she **was eating**.
- **Key Points:**
 - Present simple → past simple
 - Present continuous → past continuous
 - Present perfect → past perfect

Questions for self-control

1. What are the main differences between writing a scientific article, an abstract, and a monograph in English?

2. What are the key components of a literature review in scientific writing, and how should it be structured in English?
3. What is the significance of cover letters when submitting scientific articles, and what should a well-written cover letter include?
4. Describe the specific requirements for preparing an article for submission to journals indexed in Scopus and Web of Science.
5. Explain the importance of citation styles such as APA and MLA in scientific writing. How do they influence the credibility of a publication?
6. What are personal verbs, and how are they used differently in scientific writing compared to general English?
7. How do modal verbs (e.g., should, must, may) function in scientific literature, particularly in expressing possibility, necessity, or recommendation?
8. Define the subjunctive mood and give examples of its use in scientific or academic contexts.
9. What are the differences between direct and indirect speech, and why is it important to maintain the sequence of tenses when converting direct speech to indirect speech?
10. Explain the role of compound sentences and subordinate clauses in creating complex ideas within scientific writing. Provide examples of each.

Tasks for self-study. 1. Compile a review of scientific literature on the problem of dissertation research. 2. Compile a glossary of key concepts on the topic of the dissertation. 3. Draw up an article plan for publications included in the Scopus and Web of Science scientific and metric databases. 4. Write an abstract in English on a topic related to the chosen dissertation topic.

Topic 8 Requirements for the structure, content, and scope of a dissertation. **Basic technical requirements for thesis design. Features of the design of figures, tables, formulas. The procedure for creating a list of references and the rules for referencing them. Appendices to the thesis and the procedure for their preparation. Familiarisation of the general public with the dissertation.**

Lead-in questions

- *What is the typical structure of a dissertation? How do the introduction, literature review, methodology, results, and conclusion fit into the overall framework?*
- *Why is it important to follow specific content requirements in each section of a dissertation? How does this ensure clarity and academic rigor?*
- *What is the standard scope or length of a dissertation, and how should you balance between depth and breadth in your research?*
- *What are the basic technical requirements (e.g., font, margins, spacing) for formatting a dissertation? Why is it important to adhere to these guidelines?*
- *How can improper formatting affect the readability and professionalism of a dissertation?*
- *What are the key design principles for including figures, tables, and formulas in a dissertation? Why is it crucial to provide clear captions and labels?*
- *How can the correct presentation of figures and tables enhance the understanding of your research findings?*
- *What are the general rules for referencing sources in a dissertation? Why is it important to maintain consistency when creating a list of references?*
- *How do referencing styles (e.g., APA, MLA, Chicago) affect the presentation of citations in the dissertation?*
- *What types of information are typically included in the appendices of a dissertation? How should they be prepared and organized?*
- *What is the importance of presenting your dissertation to the general public? What are the key elements to focus on when familiarizing the public with your research findings?*

How to Structure Your Dissertation

1. Title Page

The title page is the first page of your dissertation and provides essential information about the research. It includes the following elements:

- **Title of the Dissertation:** The title should be concise, clearly describing the research topic.
- **Name of the Author:** Your full name.
- **Name of the University:** The name of the academic institution where the dissertation is being submitted.
- **Department and Faculty:** The department and faculty you belong to.
- **Degree Level:** Whether it is a Master's or Doctoral dissertation.
- **Advisor's Information:** The full name and academic title of your supervisor.
- **Submission Date:** The month and year of submission.

2. Abstract

The abstract provides a summary of the research. It should be brief (typically 200-300 words) and written in both Ukrainian and English. The abstract outlines the research problem, objectives, methods used, key findings, and conclusions. The abstract should allow the reader to quickly understand the main points of your work.

3. Acknowledgements

In this section, you can express gratitude to those who helped you throughout your research process. This might include your supervisor, faculty members, colleagues, and family. It is an optional section.

4. Table of Contents

The table of contents lists all the chapters and sections of your dissertation, along with their corresponding page numbers. This allows readers to easily navigate through the document. It typically includes:

- Chapters
- Subsections
- Figures and tables (if applicable)
- References
- Appendices

5. List of Abbreviations and Symbols

If your dissertation uses abbreviations, acronyms, or symbols, it's important to define them in a separate section. This helps readers unfamiliar with your field to understand the specific terms and abbreviations used in your study.

6. Introduction

The introduction provides an overview of your research and sets the stage for the rest of the dissertation. It should include:

- **Background and Context:** A brief overview of the topic, explaining why it is significant.
- **Research Problem or Questions:** The main issues your research addresses.
- **Objectives:** What you aim to achieve with your research.
- **Hypothesis (if applicable):** In some cases, especially in scientific research, you need to state a hypothesis.
- **Methodology:** An outline of the research methods you used.
- **Structure of the Dissertation:** A brief summary of the contents of each chapter.

7. Literature Review

The literature review presents a comprehensive analysis of existing research on your topic. This section should include:

- **Theoretical Framework:** A discussion of the key theories and models related to your research.
- **Critical Analysis:** A critical examination of previous studies and how they relate to your research question.
- **Research Gaps:** Identifying gaps in the existing literature that your research will address.

8. Methodology

The methodology section explains the research methods and approaches you used to collect and analyze data. It should include:

- **Research Design:** A description of the type of research (qualitative, quantitative, or mixed methods).
- **Data Collection Methods:** The tools and techniques used for gathering data (e.g., surveys, experiments, interviews).

- **Sampling:** Information about the participants or subjects involved in the study.
- **Data Analysis:** How you analyzed the data, including any statistical or qualitative methods used.
- **Limitations:** Acknowledge any potential limitations or challenges encountered during the research process.

9. Results

In this section, you present the findings of your research. Depending on the nature of your study, this may include quantitative data, qualitative insights, or both. The results should be presented clearly and logically, often supported by figures, tables, or charts.

10. Discussion

The discussion section allows you to interpret and analyze the results in the context of your research questions. You should:

- **Interpret the Findings:** Explain what the results mean and how they relate to your research objectives.
- **Compare with Previous Research:** Discuss how your findings align or differ from previous studies in the literature review.
- **Implications:** Consider the practical and theoretical implications of your results.
- **Limitations and Recommendations:** Identify any limitations of the study and suggest areas for further research.

11. Conclusion

The conclusion summarizes the main findings of your research and discusses their broader significance. It should be concise and directly address the research problem or questions posed in the introduction. The conclusion should not introduce new information, but instead, synthesize the key points from the research.

12. List of References

The reference list includes all the sources you cited throughout your dissertation. In Ukraine, citations usually follow the **State Standard of Ukraine (ДСТУ)**, although some institutions may require international styles like **APA** or **MLA**. Ensure that you format your references according to your institution's guidelines and maintain consistency throughout the list.

13. Appendices

Appendices are used to provide supplementary materials that support your research but are not essential to the main body of the text. This could include raw data, interview transcripts, or detailed tables. Each appendix should be clearly labeled (e.g., "Appendix A") and referenced in the main text.

14. Figures, Tables, and Formulas

In Ukraine, there are specific requirements for the design of figures, tables, and formulas in a dissertation:

- **Figures and Charts:** Must be clear, labeled properly, and accompanied by a caption explaining the figure. Figures should be numbered sequentially and referenced in the text.
- **Tables:** Should be simple, well-organized, and labeled with a number and title. The information in tables should not duplicate what is already presented in the text.
- **Formulas:** Must be numbered and formatted consistently throughout the dissertation. Mathematical symbols should be clearly written, and any complex formulas should be explained in the text.

15. Familiarising the General Public with the Dissertation

After completing the dissertation, a defense is required to make the research public.

The defense includes:

- **Public Presentation:** You present your research findings to a panel of experts and an audience. You may also face questions from the committee regarding your methodology, results, and conclusions.
- **Publication:** After a successful defense, your dissertation may be published online or made available in the university's library or repository.
- **Scientific Publications:** You may be required to publish parts of your research in academic journals prior to the defense.

Task for self-study. Check the compliance of the structure and content of your dissertation in a complex plan-prospectus with the current requirements, and make certain changes to it if necessary. Complete tasks on the research topic.

Topic 9 Oral communication in English. Teacher's oratorical art. Speech culture in the scientific activity of a teacher-researcher. Introduction to scientific discussions in English. Scientific communication. Preparation of a report for a scientific conference.

Lead-in questions

- *Why is oral communication important for teachers and researchers in the scientific community?*
- *What qualities do you think make a teacher's speech effective and engaging in the classroom?*
- *How does a teacher's ability to speak well influence students' understanding and interest in the subject?*
- *What are some challenges teachers or researchers might face when presenting scientific ideas in English?*
- *How can a teacher or researcher prepare to speak clearly and confidently in front of an audience?*
- *What differences do you notice between everyday spoken English and the English used in scientific communication?*
- *How can a teacher-researcher effectively introduce complex scientific concepts to an audience with varying levels of knowledge?*
- *Why is it important for a teacher-researcher to have a strong speech culture in their professional field?*
- *What are some strategies you can use to participate effectively in a scientific discussion in English?*
- *How can you prepare yourself to ask and answer questions during a scientific presentation or discussion?*
- *What are the key components of a well-prepared report or presentation for a scientific conference?*
- *How can you ensure that your audience understands your scientific presentation, even if they are not experts in the field?*

- *What are some ways to make your presentation more engaging when presenting scientific data or research findings?*
- *How can nonverbal communication (e.g., body language, eye contact) impact the effectiveness of your oral communication in a scientific setting?*
- *What do you think is more important in scientific communication: accuracy or simplicity? How can you balance the two?*

Reading

The History of Oratory

Oratory in Ancient Greece

People have always used spoken words to communicate, but oratory as an art form was developed in ancient Greece. The statesman Pericles is remembered for one of the first great speeches, which set the standard for all future orations. However, the greatest Greek orator was Demosthenes. His speeches motivated the citizens of Athens to defend their freedom against the threat of Philip of Macedon.

Oratory wasn't just for the elite in Greece. It was considered one of the highest forms of art and an important part of every man's education. In Athens, public life required the skill of speaking well. Citizens were involved in debates about laws and justice, so the ability to argue and persuade others was highly valued.

Oratory in Ancient Rome

Oratory came to Rome later, but it became very important once the Romans were influenced by Greek traditions. Roman oratory was practiced in courts, public assemblies, and the Senate. The Romans admired Greek oratory but added more stories and stylistic flourishes to their speeches. Cicero was Rome's greatest orator. His speeches, like the famous "Catiline Orations," exposed a plot to overthrow the Roman government.

After the fall of the Roman Empire, oratory declined. It continued mainly in religious settings during the Middle Ages. But in the 18th century, oratory was revived as debates about liberty and freedom took center stage in countries like France, England, and America.

Oratory Today

In modern times, oratory has declined. Speeches today are often less formal and more conversational. Franklin Delano Roosevelt, for example, used radio broadcasts, known as "fireside chats," to speak directly to Americans in a friendly, comforting manner during the Great Depression.

However, some recent political figures, like Barack Obama, have brought back the art of inspiring speeches. Although few great orators exist today, there is still a need for powerful public speaking. Whether it's giving a speech at a wedding, making a case at a city meeting, or delivering a eulogy, everyone will likely need to speak publicly at some point. Don't fear this opportunity; embrace it.

Tips to Become a Great Orator

Practice Regularly

The biggest myth about public speaking is that people are born with the talent. However, history proves that practice is the key to becoming a great speaker. Famous orators like Demosthenes practiced tirelessly. He even trained his voice by speaking over the sound of crashing waves. If you want to improve your skills, you need to practice frequently, just like mastering any other art.

Be Honest and Virtuous

No matter how good your grammar or delivery is, people won't be convinced if they sense you're dishonest. Great orators are those who speak from the heart, who believe deeply in what they say. When your words come from a place of truth and sincerity, people will listen and be moved.

Study Many Subjects

A great orator should have knowledge about many subjects. You need to understand human nature, history, literature, and current events. This allows you to refer to stories, facts, and ideas that will resonate with your audience. Read widely, stay informed, and be prepared to address arguments from different viewpoints.

Learn from Great Speeches

To improve your skills, study the speeches of great orators. Read their words, listen to recordings, and analyze how they crafted their sentences. Pay attention to

how they used pauses, voice changes, and vivid imagery to engage their audience. The more you study, the more you'll understand what makes a speech truly powerful.

By practicing, being sincere, studying widely, and learning from the best, you can develop the skills needed to become a great orator. With dedication and passion, you can inspire and move others with your words.

Reading comprehension exercises

Exercise 1. Determine if the following statements are true or false based on the text.

1. Pericles is known for one of the first great speeches in ancient Greece.
2. Oratory in ancient Greece was only for the elite and not for common citizens.
3. Cicero was Rome's greatest orator, and his speeches included the "Catiline Orations."
4. After the Roman Empire fell, oratory continued mainly in politics.
5. Franklin Delano Roosevelt's "fireside chats" were examples of formal and traditional oratory.
6. Barack Obama helped revive the art of inspiring speeches in modern times.
7. Demosthenes believed that public speaking talent was something people were born with.
8. Being honest and sincere is important in public speaking.

Exercise 2. Choose the correct answer for each question.

1. Who was considered the greatest orator in ancient Greece?
 - a) Cicero
 - b) Pericles
 - c) Demosthenes
 - d) Franklin Delano Roosevelt
2. Which of these was a central feature of oratory in ancient Greece?
 - a) Using humor and jokes
 - b) Adding many stylistic flourishes

- c) Debates about laws and justice
 - d) Focusing only on religious topics
3. How did Roman oratory differ from Greek oratory?
- a) It was more intellectual.
 - b) It was less intellectual and included more stories and stylistic elements.
 - c) It focused only on politics.
 - d) It avoided using any flourishes or metaphors.
4. In which period did oratory mainly exist in religious settings?
- a) Ancient Greece
 - b) Roman Empire
 - c) Middle Ages
 - d) 18th century
5. Which president used “fireside chats” to speak to Americans?
- a) Barack Obama
 - b) Franklin Delano Roosevelt
 - c) Theodore Roosevelt
 - d) John F. Kennedy
6. According to the text, what is one way to improve as an orator?
- a) Focus only on one subject.
 - b) Speak quickly and loudly.
 - c) Study the speeches of great orators.
 - d) Avoid listening to other speakers.

Exercise 3. Answer the following questions in 1-2 sentences.

1. Why was oratory considered important in ancient Greece?
2. How did Cicero contribute to Roman oratory?
3. Why did oratory decline after the fall of the Roman Empire?
4. How did Franklin Delano Roosevelt change the style of speeches in the modern era?
5. Why is it important for an orator to have knowledge of many subjects?

Exercise 4. Based on the context of the text, explain the meaning of the following words or phrases:

1. Oratory
2. Stylistic flourishes
3. Eulogy
4. Virtuous
5. Inspiring

Exercise 5. Choose five words from the list below and find at least two synonyms and two antonyms for each. Write sentences using each synonym to show you understand how the meaning changes slightly.

- *motivate*
- *decline*
- *freedom*
- *influence*
- *honest*
- *inspire*

Exercise 6. Write a brief summary (4-5 sentences) about the importance of oratory in history and the main tips for becoming a good orator, as described in the text.

Exercise 7. Write a short essay (100-150 words) on one of the following topics:

1. *The Role of Oratory in Shaping History*: Discuss how the art of oratory has influenced important historical events and leaders.
2. *The Relevance of Oratory Skills Today*: Explain why oratory skills are important in today's world and give examples of situations where these skills are useful.
3. *Practice Makes Perfect*: Based on Demosthenes' dedication, discuss how practice can help improve public speaking skills and what other activities benefit from constant practice.

Focus on Grammar**1. Classification of Prepositions by Formation****1.1 Simple Prepositions**

Simple prepositions are single words that usually express relationships in a straightforward manner.

- **Examples:** at, in, on, by, for, to, with, from, about, over, under, before, after.

1.2 Compound Prepositions

Compound prepositions are formed by combining two or more words. They often include a preposition combined with another word, usually a noun or an adjective.

- **Examples:** alongside, throughout, inside, outside, within, without, beneath, beyond.

1.3 Double Prepositions

Double prepositions consist of two simple prepositions used together to form a single phrase.

- **Examples:** into, onto, upon, out of, from within.

1.4 Participle Prepositions

Participle prepositions are formed from present participles (words ending in -ing) or past participles (words ending in -ed). These prepositions are typically derived from verbs.

- **Examples:** considering, regarding, given, during, following, concerning.

1.5 Phrasal Prepositions

Phrasal prepositions (also called prepositional phrases) are groups of words that function as a single preposition. They usually consist of a preposition and a noun or a combination of words that act together as a preposition.

- **Examples:** in front of, in spite of, due to, on account of, because of, in addition to, in regard to.

2. Classification of Prepositions by Function

2.1 Prepositions of Place

Prepositions of place indicate the position or location of something in relation to another object.

- **Examples:**
 - *at*: She is at the station.
 - *in*: The keys are in the drawer.
 - *on*: The book is on the table.
 - *between*: The building is between the two towers.
 - *near*: There's a park near my house.
 - *above*: The light is above the table.
 - *below*: The shelf is below the TV.
 - *beside*: He sat beside her.

2.2 Prepositions of Time

Prepositions of time express when an event happens.

- **Examples:**
 - *at*: The event starts at 7 PM.
 - *in*: She was born in April.
 - *on*: They arrived on Monday.
 - *before*: Finish your homework before dinner.
 - *after*: I'll call you after the meeting.
 - *during*: It rained during the night.
 - *since*: They have been friends since childhood.
 - *for*: She studied for two hours.

2.3 Prepositions of Direction (Movement)

Prepositions of direction show movement from one place to another.

- **Examples:**

- *to*: She walked to the store.
- *into*: He went into the room.
- *onto*: The cat jumped onto the table.
- *across*: They ran across the field.
- *through*: We walked through the park.
- *towards*: The dog ran towards its owner.
- *up*: They climbed up the hill.
- *down*: He walked down the street.

2.4 Prepositions of Reason

Prepositions of reason explain why something happens.

- **Examples:**

- *for*: They are applauding for his great performance.
- *because of*: The event was canceled because of the rain.
- *due to*: She succeeded due to her hard work.
- *in case of*: Bring an umbrella in case of rain.
- *on account of*: The flight was delayed on account of fog.

3. Other Types of Prepositions

3.1 Source Prepositions

Source prepositions indicate the origin of something.

- **Examples:**

- *from*: She received a gift from her friend.
- *out of*: He took money out of his wallet.

3.2 Prepositions of Possession

Prepositions of possession indicate ownership or belonging.

- **Examples:**

- *of*: The legs of the table are made of wood.
- *with*: The girl with the blue dress is my friend.
- *belonging to*: This book belongs to me.

3.3 Prepositions of Order

Prepositions of order indicate rank, hierarchy, or sequence.

- **Examples:**
 - *before*: He ranked before his competitors.
 - *after*: They arrived after us.

3.4 Prepositions of Additional Information

Prepositions that add supplementary information about a subject or an action.

- **Examples:**
 - *about*: They talked about the new project.
 - *with regard to*: With regard to your question, we don't have any updates.

3.5 Prepositions of Additional Connection

Prepositions that create links between ideas or add further context.

- **Examples:**
 - *along with*: She came along with her friends.
 - *together with*: He worked together with his team on the project.
 - *as well as*: She is skilled in painting as well as sculpture.

Summary Chart of Prepositions

Classification	Type	Examples
By Formation	Simple	at, in, on, by, for, to, with, from, about, over, under
	Compound	alongside, throughout, inside, outside, within, without
	Double	into, onto, upon, out of, from within
	Participle	considering, regarding, given, during, following
	Phrasal	in front of, in spite of, due to, on account of
By Function	Place	at, in, on, between, near, above, below
	Time	at, in, on, before, after, during, since, for
	Direction (Movement)	to, into, onto, across, through, towards, up, down
	Reason	for, because of, due to, in case of, on account of

Classification	Type	Examples
Other Types	Source	from, out of
	Possession	of, with, belonging to
	Order	before, after
	Additional Information	about, with regard to
	Additional Connection	along with, together with, as well as

Questions for self-control

1. What is the importance of a teacher's oratorical skills in scientific activity, and how do they impact students' understanding?
2. Explain the differences between a round table discussion and a panel discussion in a scientific conference.
3. What are the essential elements that should be included when preparing a report for a scientific conference?
4. List three appropriate phrases or structures you might use to present an argument in a scientific discussion.
5. What should be included in the application materials for a conference, and why are they important?
6. Define and give an example of each type of preposition based on its function: preposition of place, preposition of time, preposition of direction, and preposition of reason.
7. Describe the difference between simple and compound prepositions, and provide an example of each.
8. What strategies can you use to communicate effectively with foreign researchers, especially when discussing complex research topics?
9. What are some common requirements for making an effective scientific presentation? Include any specific technical or visual aspects.
10. Why is it important for a teacher-researcher to maintain a strong "speech culture" in scientific communication, and how can they improve it?

Task for self-study. Prepare to participate in a brainstorming session on the topic "Advantages of fluency in English by domestic teacher-researchers" and in a

discussion panel on the topic "Leading trends in the development of pedagogical science". Prepare a report in English on the problem of dissertation research for participation in the conference.

Topic 10 The concept of presentation, its role in communication. The purpose of the presentation. Types of scientific presentations. Use of presentations during speeches at various scientific events (conferences, seminars, symposiums, congresses). Communication via the Internet. Scientific events in the online format. Types of electronic presentations. Basic requirements for their structure, content and volume. Principles of presentation preparation. Preparing a presentation using text slides.

Lead-In Questions

- *What is a presentation, and why is it an important tool in scientific communication?*
- *How can a well-prepared presentation enhance communication during a scientific event?*
- *What are some common goals of scientific presentations? Why might these goals vary depending on the audience?*
- *What are the different types of scientific presentations? Can you provide examples of situations where each type would be used?*
- *Why is it important to adapt a presentation for different scientific events, such as conferences, seminars, or symposiums?*
- *In what ways can presentations be used to support speeches at scientific events? What role do they play during these events?*
- *How has communication via the Internet influenced the way presentations are delivered in scientific contexts?*
- *What are some examples of scientific events that commonly take place in an online format? How do these events differ from traditional in-person events?*
- *What are the different types of electronic presentations, and how do they differ from one another?*

- *What are the basic requirements for the structure, content, and volume of a scientific presentation? Why are these requirements important?*
- *What are some key principles to consider when preparing a presentation for a scientific audience?*
- *Why is it essential to focus on the clarity and readability of text slides in a presentation?*
- *How can using visuals, such as images or graphs, improve the effectiveness of a scientific presentation?*
- *What are the advantages of preparing a presentation with clear and concise text slides? How does this impact audience engagement?*
- *How does preparing for an online scientific event differ from preparing for an in-person event? What adjustments should be made to the presentation?*

The Concept of a Presentation

A **presentation** is a method of sharing information, ideas, or research findings with an audience in an organized, structured way. It typically involves visual aids such as slides, images, charts, and videos to support spoken words and help the audience understand the material better. Presentations are a key tool in communication because they allow the speaker to break down complex topics, highlight the most critical points, and provide clarity to the audience through a combination of verbal and visual elements.

In scientific fields, presentations are essential for sharing research findings, discussing innovative ideas, and exchanging knowledge with other researchers, professionals, or students. A well-crafted presentation helps convey data and ideas clearly and persuasively, making it easier for the audience to grasp the significance of the research.

The Role of Presentations in Communication

Presentations play a vital role in communication, particularly in academic and professional settings. They serve as a bridge between the speaker's knowledge and the audience's understanding. Presentations facilitate interaction, allowing the presenter to explain information, answer questions, and clarify complex points. For scientists and researchers, presentations are a way to demonstrate their findings, gain feedback, and promote collaboration with others in their field.

The effectiveness of a presentation largely depends on the presenter's ability to connect with the audience, structure information logically, and present data in an engaging, accessible way. By combining spoken words with visual support, presentations make it easier to communicate complex information and keep the audience engaged and attentive. In scientific communication, presentations are invaluable for educating peers, sparking interest in specific research areas, and fostering professional discourse.

The Purpose of a Presentation

The **purpose of a presentation** may vary depending on the context and audience, but in general, it aims to inform, educate, persuade, or inspire. In scientific settings, presentations primarily aim to:

1. **Inform:** To share research findings, facts, or data with others in a clear and accessible format.
2. **Educate:** To teach or explain complex concepts to an audience, often to students or professionals who want to learn more about a particular topic.
3. **Persuade:** To convince the audience of the importance, relevance, or validity of the research findings.
4. **Inspire:** To motivate others to explore a topic further, collaborate on research, or apply the findings in practical contexts.

By understanding the purpose, presenters can better tailor their content, language, and presentation style to suit the needs and expectations of their audience.

Types of Scientific Presentations

Scientific presentations come in several forms, each serving different functions within the scientific community. Here are some common types:

Conference Presentations: Delivered at academic conferences, these presentations are intended to showcase recent research findings, share methodologies, and discuss results with other experts. They usually follow a structured format that includes an introduction, methods, results, and conclusions. Conference presentations are an opportunity for researchers to get feedback from peers and gain exposure to different perspectives.

Seminar Presentations: These are often less formal than conference presentations and focus on educating an audience about a specific topic or research area. Seminar

presentations are typically delivered in academic institutions or research organizations and are designed to provide in-depth knowledge on a specific subject.

Poster Presentations: A poster presentation is a visual representation of research, typically presented in poster format at scientific events. The researcher creates a poster that includes key aspects of their study—such as the problem, methodology, results, and conclusions—and then discusses it with passersby. This format allows for one-on-one interactions with other attendees, fostering a more interactive exchange of ideas.

Symposium Presentations: These are usually part of larger events, where multiple speakers present on related topics. Each speaker delivers a short presentation within a specific time frame, often followed by a panel discussion or Q&A session. Symposium presentations allow for the sharing of various perspectives on a topic, helping the audience gain a broader understanding.

Workshops: These presentations are interactive sessions where a topic is discussed in depth. They may involve hands-on activities, group work, or discussions that allow participants to engage actively with the material. Workshops are useful for teaching specific skills or exploring practical applications of scientific research.

Lectures: While often associated with teaching, lectures can also be used in scientific contexts to communicate research findings or introduce new concepts. Lectures are typically less interactive, with the presenter speaking for the majority of the time. However, they are effective for conveying large amounts of information in an organized manner.

Webinars and Online Presentations: With the rise of digital communication, many scientific presentations are now conducted online through webinars or virtual conferences. These presentations offer flexibility and the ability to reach a broader audience. Webinars often include live chat or Q&A features, allowing the audience to ask questions and interact with the presenter remotely.

Panel Discussions: In this format, several experts discuss a topic in front of an audience, often with a moderator facilitating the conversation. Each panelist contributes their expertise, and the discussion may include debates or differing viewpoints. Panel discussions are valuable for exploring complex issues from multiple angles.

Conclusion

Scientific presentations are crucial for sharing knowledge, promoting research, and fostering collaboration. Each type of scientific presentation—whether a conference

talk, poster session, or webinar—serves a unique purpose and audience. By understanding the concept and purpose of a presentation, as well as the specific type required, researchers and professionals can effectively communicate their ideas, making a lasting impact on their audience.

1. Pronouns and Their Categories

Pronouns are words that replace nouns in a sentence, helping to avoid repetition and making sentences clearer. They come in several types, each serving a different grammatical function.

Categories of Pronouns

Personal Pronouns

Personal pronouns refer to specific people or things and vary depending on the subject, object, and possessive cases.

Examples:

Subject: I, you, he, she, it, we, they

Object: me, you, him, her, it, us, them

Possessive Pronouns

Possessive pronouns show ownership or possession.

Examples: mine, yours, his, hers, ours, theirs

Reciprocal Pronouns

Reciprocal pronouns indicate a mutual action or relationship between two or more people or things.

Examples: each other, one another

Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of the sentence are the same, referring back to the subject.

Examples: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Demonstrative Pronouns

Demonstrative pronouns point to specific things or people.

Examples: this, that, these, those

Interrogative Pronouns

Interrogative pronouns are used to ask questions.

Examples: who, whom, whose, which, what

Relative Pronouns

Relative pronouns introduce relative clauses and link them to the main clause, often providing more information about a noun.

Examples: who, whom, whose, which, that

Indefinite Pronouns

Indefinite pronouns refer to non-specific people or things.

Examples: someone, anyone, everyone, nobody, each, few, all, some, many, others

Negative Pronouns

Negative pronouns indicate the absence of people or things.

Examples: nobody, no one, nothing, none

2. The Possessive Case

The possessive case in English shows ownership or possession. There are two primary ways to create a possessive case:

Apostrophe + 's'

For singular nouns, add an apostrophe followed by an "s" to show possession.

Examples:

The book of the teacher → The teacher's book

The car of Sarah → Sarah's car

Apostrophe Alone

For plural nouns that already end in "s," add only an apostrophe.

Examples:

The books of the students → The students' books

The uniforms of the players → The players' uniforms

If the plural noun does not end in "s," add an apostrophe and "s."

Example: The children's toys

3. Adverbs

Adverbs modify verbs, adjectives, or other adverbs, providing additional information about how, when, where, or to what extent something happens. They answer questions such as "How?" "When?" "Where?" and "To what extent?"

Degrees of Comparison of Adverbs

Like adjectives, some adverbs can have degrees of comparison: **positive**, **comparative**, and **superlative**. These degrees indicate varying intensities or levels.

Positive Degree

The base form of the adverb, used when there is no comparison.

Example: She runs fast.

Comparative Degree

Used to compare two actions or qualities. Typically, adverbs ending in "-ly" use "more" for the comparative form, while shorter adverbs can take the suffix "-er."

Examples:

She runs **faster** than her friend.

He works **more diligently** than his colleagues.

Superlative Degree

Used to compare three or more actions or qualities, showing the highest degree. Adverbs ending in "-ly" use "most" for the superlative form, while shorter adverbs take the suffix "-est."

Examples:

She runs the **fastest** in her class.

He works the **most diligently** among his team.

Examples of Adverbs in Different Degrees of Comparison

Positive	Comparative	Superlative
fast	faster	fastest
carefully	more carefully	most carefully
soon	sooner	soonest
well	better	best
hard	harder	hardest

Note: Some adverbs, like "well," have irregular comparative and superlative forms (better, best).

Self-study task. Create a multimedia presentation for your report for the conference. Prepare for a presentation based on the demonstration of the prepared presentation at a staged scientific and practical conference.