



Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я.

Академічна англійська рівня С1: дорожня карта  
курсу  
(Довідник для аспірантів)



НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ  
ЦЕНТР НАУКОВИХ ДОСЛІДЖЕНЬ ТА ВИКЛАДАННЯ  
ІНОЗЕМНИХ МОВ

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я.

**Академічна англійська рівня C1:  
дорожня карта курсу  
(Довідник для аспірантів)**

**Academic English C1: Course Roadmap  
for PhD students  
(A Guide)**

КИЇВ 2025

**УДК 811.111**

*Рекомендовано до друку вченою радою Центру наукових досліджень та викладання  
іноземних мов НАН України*

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Курс «Академічна англійська (рівень C1)» спрямований на забезпечення слухачів мовними навичками англійської мови, адаптованими до академічного та професійного середовища. Він акцентує увагу на розвитку майстерності в ключових сферах, включаючи складну граматику, академічну лексику, структуроване письмо та усну комунікацію.

Ця книга є повною дорожньою картою для аспірантів, допомагаючи їм розвивати навички академічної англійської у сфері лексики, граматики, письма, слухання та говоріння, що забезпечує впевнену участь у дискусіях, презентаціях та дебатах. Особливий акцент зроблено на опануванні соціолінгвістичних норм англійської мови та запобіганні типових мовних і культурних помилок, що є важливим для ефективного спілкування в міжнародному середовищі.

Довідник, призначений для використання як у класі, так і для самостійного навчання, доступний онлайн і офлайн, зорієнтує аспірантів у виробуваних часом, але актуальних навчальних матеріалах з курсу. Після успішного завершення слухачі отримають впевнене володіння академічною англійською, що дозволить їм досягати успіху у вищій освіті, професійній діяльності та міжнародному академічному середовищі.

The “Academic English (C1 Level)” course is meticulously designed to equip learners with advanced English language skills, tailored to meet the demands of academic and professional environments. It focuses on building proficiency in critical areas such as advanced grammar, academic vocabulary, structured writing, and oral communication.

This course serves as a comprehensive roadmap for PhD students, guiding them through the development of academic English skills across lexical, grammatical, writing, listening, and speaking dimensions. It ensures they can confidently engage in discussions, deliver presentations, and participate in debates. Particular emphasis is placed on mastering sociolinguistic norms of the English language and avoiding common linguistic and cultural errors—essential for effective communication in international contexts.

This guide will orient postgraduate students in navigating time-tested yet highly relevant learning materials for the course. Upon successful completion, participants will achieve a confident command of academic English, empowering them to excel in higher education, professional endeavors, and global academic settings. This guide is designed for use both in classroom settings and for self-study, accessible online and offline.

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## First Things First

Embark on a journey to master Academic English at the C1 level! This course is designed to refine your language skills, enabling you to communicate effectively in academic and professional contexts. Dive into advanced grammar, expand your academic vocabulary, and develop critical reading, writing, and presentation skills essential for success in higher education and beyond.

Whether you are preparing for university, enhancing your career prospects, or simply aiming to reach a higher level of fluency, this course provides the tools and strategies you need to excel. Your pathway to academic confidence starts here!

Розпочніть шлях до опанування академічної англійської мови на рівні C1! Цей курс спрямований на вдосконалення ваших мовних навичок, дозволяючи ефективно спілкуватися в академічному та професійному середовищі. Пориньте у вивчення складної граматики, розширте академічний словниковий запас і розвивайте навички критичного читання, письма та презентації, які є необхідними для успіху у вищій освіті та за її межами.

Незалежно від того, чи готуєтесь ви до навчання в університеті, покращуєте свої кар'єрні перспективи, чи прагнете досягти більш високого рівня володіння мовою, цей курс надасть вам інструменти та стратегії для успіху. Ваш шлях до академічної впевненості починається тут!

What are you interested in?      What are your interests?

What are you passionate about?

**to be interested in**

\*(scientific) **relevance – timeliness**      *актуальність*

**relevant**

1. **pertinent (to); applicable; suitable; befitting; germane (to); -related;**

**\*to the point**      *дотичний, доречний, релевантний*

2. **timely**      *актуальний*

**actual / real**      *фактичний; реальний*

**research/PhD advisor/adviser**

*науковий керівник; науковий консультант*

**mentor** - a knowledgeable and trusted individual who provides ongoing guidance and support, especially in work or educational contexts *наставник*

~~I wasn't able to...~~ I was unable to...

~~I won't be able to...~~ I will be unable to ...

### **Pronunciation Challenge**

**research** /rɪ'sɜ:tʃ/ /'ri:.sɜ:tʃ/      **R&D** /,ɑ:r ən 'di:/ research and development

answer BrE /'ɑ:n.sər/ AmE /'æn.sə/

question /'kwes.tʃən/      research question (RQ)

examine /ɪg'zæm.ɪn/ *розглядати, вивчати, аналізувати*

determine /dɪ'tɜ:.mɪn/ *визначати*

Xerox /'ziə.rɒks/ /'zi:r.ɑ:ks/

xenophobia /,zen.ə'fou.bi.ə/

### **C1/C2 levels**

Let's **focus on / concentrate on / zoom in on** details.

This interpretation **has proven/proved instrumental** in defining key terms.  
*відігравати важливу роль, доводити ефективність*

The curriculum **has also been revamped** to focus on experiential learning, problem solving and responsibility. (*The Economist*)      *оновлювати, модернізувати*

Wealthier lives have, **other things equal**, a better **experiential texture**. (*The Economist*)

<https://dictionary.cambridge.org/dictionary/english/texture>  
<https://www.m-translate.org.ua/en-uk/word-texture-translation>

This mission gives them the **drive** to develop innovative products.      *прагнення*

**Driving** innovation in your organization can help you develop new products, services, or processes that give you **a competitive edge**.      *конкурентна перевага*

Be ready for **technology-driven** trends to continue to create both **disruption** and opportunity in the business world.

**disruptive innovation** (this term was coined by Clayton Christensen)

(передові) технології, що спричиняють переворот на ринку; дизруптивні інновації, підривні інновації

<https://claytonchristensen.com/key-concepts/>

<https://online.hbs.edu/courses/disruptive-strategy/>

## disrupt

- 1) руйнувати; пошкоджувати; порушувати; дестабілізувати
- 2) революціонізувати; докорінно перетворювати; якісно змінювати

**Disruptive innovation** is focused on disrupting existing markets by introducing new products, services, or business models that challenge the *status quo*.

### All in all, there are four types of innovations:

- ❖ sustaining innovations / transformative innovations *підтримуючі інновації*
- ❖ basic research *фундаментальні дослідження*
- ❖ breakthrough innovations *проривні інновації*
- ❖ disruptive innovations *дизруптивні інновації*

✓ Match the **boldfaced words** with their synonyms listed below:

To stay **relevant**, banks must **embrace** the **technology-driven** changes and **look for** new opportunities **rather than** protecting and preserving **antiquated** business models.

- a. instead of, in place of
- b. involve, include
- c. actual, real
- d. timely, current
- e. old-fashioned, obsolete
- f. hi-tech, technology-based
- g. seek, try to find

Almost everyone involved can **surmise** both a best-case and a worst-case scenarios.

- a. speculate, conjecture, guess, infer
- b. ignore, disregard, neglect

In the globalized world, what was **once unimaginable** is becoming commonplace.

- a. easily predictable
- b. previously unthinkable

## ***Answer Key***

To stay **relevant**, banks must **embrace** the **technology-driven** changes and **look for** new opportunities **rather than** protecting and preserving **antiquated** business models.

- a. ~~instead of, in place of~~
- b. **involve, include**
- c. actual, real
- d. **timely, current**
- e. ~~old-fashioned, obsolete~~
- f. ~~hi-tech, technology-based~~
- g. ~~seek, try to find~~

Almost everyone involved can **surmise** both a best-case and a worst-case scenarios.

- a. **speculate, conjecture, guess, infer**
- b. ignore, disregard, neglect

In the globalized world, what was **once unimaginable** is becoming commonplace.

- a. easily predictable
- b. **previously unthinkable**

## **ASSIGNMENT**

1. Be ready to talk about your speciality/major.
2. Please share your stories about inspiring mentors whose knowledge and advice has proved instrumental to your career.

What do you think? <https://ae.fl.kpi.ua/article/view/305061>

~~Did you know what "Barberheimer" is?~~

## Academic vs. General English. What is Science?

money

**терміни (приклади)**

**fiat money** *фіатні гроші*

**commodity money** *товарні гроші*

value

**surplus value** *додаткова вартість*

**value added** *додана вартість*

✓ **Render the following text in Ukrainian:**

**Science** is

- acquiring new knowledge
- systematizing this knowledge
- deriving patterns/regularities (a pattern or a regularity is a combination of the actions of many laws and a system of general connections).

*Science is a sphere of human activity aimed at obtaining and systematizing new knowledge about nature, society, thought, and the cognition of the surrounding world. It is both the result of this activity and a social institution (the scientific community).*

**Science** can be viewed as a system consisting of theory, research methodology and methods, as well as the practice of implementing the results obtained.

A **method** (Greek: methodos - a way of knowing) is a way of achieving certain results in cognition and practice, which includes the knowledge of objective laws.

**Methodology** is a system of principles and methods for organizing and constructing human theoretical and practical activities.

**Technique** is an algorithmic set of actions, operations, techniques, or methods of human theoretical or practical activity.

General scientific methods are also called general logical methods.

**Analysis** is the decomposition of a research subject into components in order to identify the key component in a systemic connection.

**Synthesis** is the combination of separate parts of a subject or sides into a whole. It is the opposite of analysis.

**Induction** is the movement of thought from the knowledge of the particular to the general.

**Deduction** is the derivation of the particular or individual from the general proposition.

**Theoretical methods include:**

**Abstraction** - distraction from other properties of an object in the process of cognition in order to in-depth consideration of a particular aspect of it.

**Formalization** - reflection of objects using symbols (words, terms, formulas).

**Logic** (establishing causal relationships).

**Generalization** - establishing general properties and relations, identifying a general concept that reflects essential features. Classification is carried out through generalization.

**Modeling** - a method of replacing the object under study with an analogue similar to the original in a number of properties and characteristics (model).

**The method of ascent from the abstract to the concrete** is a method of theoretical research that consists in the movement of thought from the initial incomplete concept (abstraction) through successive stages of deepening and expanding knowledge to a result that gives a comprehensive, comprehensive understanding of the object under study.

**Fundamental scientific research** is experimental or theoretical activity aimed at obtaining new knowledge about the basic laws of the structure, functioning, and development of man, society, and the surrounding natural environment.

The highest form of generalization and development of scientific knowledge, which has a systematized logical form, gives an understanding of the object in its essence, patterns, and necessity, is a **scientific theory**.

A **concept** is a system of theoretical views connected by a scientific idea (scientific ideas).

An objective, essential, internal, necessary, and stable connection between phenomena and processes of the objective world is called a **scientific law**.

A logical form of cognition that reflects an object in its universal interconnections and patterns is a **scientific principle**.

**Applied scientific research** is research that is primarily aimed at achieving practical goals and solving specific problems.

The main **types of cognition** include:

- **everyday, scientific, mythological, religious, and artistic.**
- **sensory vs. rational.**

The fundamental unit of scientific cognition is a **scientific fact** (reliable knowledge).

**Rational cognition** occurs through thinking. It is unique to humans and is a complex process of reflecting reality.

**Thinking** is the process of operating with such logical forms of thought as concepts, judgments, and inferences.

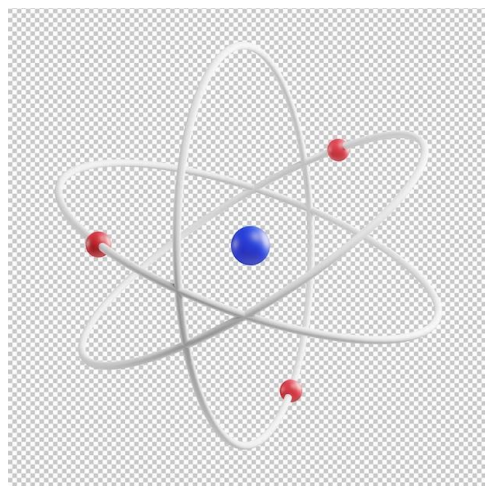
**Concept** is a form of thought that reflects the general and essential properties, connections, and relationships of things, processes, and phenomena.

**Judgment** is a form of thought in which something is affirmed or denied about the essence, properties, features, and connections of things, processes, etc.

**Inference** is a form of thought in which, according to certain logical rules, a new judgment (conclusion) is derived from one or more premises. For example, if  $a > b$ , and  $b > c$ , then  $a > c$ . Inferences can be deductive, inductive, by analogy, etc.

In the theory of scientific knowledge, **two levels of research** are distinguished:

- **Empirical (experimental)** - specific cognitive methods are used, such as observation, measurement, experiment, etc.
- **Theoretical.** The processing of empirical data, their further generalization in the form of a scientific theory involves finding causal relationships. At this level, the following are distinguished: setting scientific problems; advancing and substantiating or refuting scientific hypotheses (a hypothesis is a probable solution to a scientific problem); identifying laws; deriving logical consequences from laws; constructing theories (a theory is a holistic reflection of the patterns of a certain sphere of reality in the form of a scientific system of concepts, laws, principles); comparing different theories; theoretical modeling and forecasting.



## **Answer Key**

### **Наука** – це

- отримання нових знань,
- їх систематизація та
- виведення закономірностей (закономірність – це сукупність дії багатьох законів та система загальних зв'язків).

*Наука - це **сфера людської діяльності**, направленої на отримання і систематизацію нових знань про природу, суспільство, мислення і пізнання навколишнього світу, це **результат цієї діяльності**, а також це **соціальний інститут** (наукова спільнота)*

**Науку** можна розглядати як **систему**, що складається з **теорії; методології та методики досліджень, а також практики упровадження** отриманих результатів.

**Метод** (грец. – спосіб пізнання) – це **спосіб досягнення певних результатів** в пізнанні та практиці, який включає в себе пізнання об'єктивних закономірностей.

**Методологія** – система принципів і способів організації та побудови теоретичної й практичної діяльності людини.

**Методика** – алгоритмічна сукупність дій, операцій, прийомів чи методів теоретичної або практичної діяльності людини.

### **Загальнонаукові методи** інакше називають загальнологічними.

- **Аналіз** – розкладення предмету дослідження на складові з метою виявлення ключового компонента в системному зв'язку.
- **Синтез** – з'єднання окремих частин предмета чи сторін в ціле. Протилежний аналізу.
- **Індукція** – рух думки від пізнання окремого до загального.
- **Дедукція** – виведення часткового або одиничного з загального положення.

### **Теоретичні методи.**

- **Абстрагування** – відволікання від інших властивостей предмета в процесі пізнання з метою поглибленого розгляду певної його сторони.
- **Формалізація** – відображення об'єктів за допомогою символів (слів, термінів, формул).
- **Логіка** (встановлення причинно-наслідкових зв'язків).
- **Узагальнення** – встановлення загальних властивостей і відношень, виявлення загального поняття, що відображає суттєві ознаки. За допомогою узагальнення відбувається класифікація.

- **Моделювання** – метод заміщення досліджуваного об'єкта аналогом, подібним до оригіналу за рядом властивостей і характеристик (моделлю). Моделювання застосовується тоді, коли пряме вивчення об'єкта або неможливо (через дуже малі чи великі розміри), або пов'язані з великими затратами.
- **Метод сходження від абстрактного до конкретного** – метод теоретичного дослідження, що полягає в русі думки від вихідного неповного поняття (абстракції) через послідовні етапи поглиблення й розширення пізнання до результату, що дає цілісне, всебічне уявлення про досліджуваний предмет.

**Фундаментальні наукові дослідження** – це експериментальна або теоретична діяльність, направлена на отримання нових знань про основні закономірності будови, функціонування і розвитку людини, суспільства, навколишнього природного середовища.

- Вищою формою узагальнення й розвитку наукового знання, що має систематизовану логічну форму, дає розуміння об'єкта в його сутності, закономірності, необхідності є **наукова теорія**.
- **Концепція** – це система теоретичних поглядів, з'єднаних науковою ідеєю (науковими ідеями). Наукова **ідея** становить фундамент певної наукової концепції чи теорії.
- Об'єктивний, істотний, внутрішній, необхідний і стійкий зв'язок між явищами, процесами об'єктивного світу називається **науковим законом**.
- Логічна форма пізнання, що відображає об'єкт у його універсальних взаємозв'язках і закономірностях, є **науковим принципом**.

**Прикладні наукові дослідження** – це дослідження, що є націленими переважно на досягнення практичних цілей і вирішення конкретних завдань.

До основних **видів пізнання** належать.

- буденне, **наукове**, міфологічне, релігійне, художнє .
- чуттєве VS. **раціональне**

Елементарною ланкою наукового пізнання є **науковий факт** (достовірне знання)

**Раціональне пізнання** відбувається завдяки **мисленню**. Воно властиве лише людині, є складним процесом відображення дійсності.

**Мислення** – це **процес оперування** з такими логічними формами думки, як **поняття, судження і умовивід**.

**Поняття** – це форма думки, у якій відображаються загальні та суттєві властивості, зв'язки, відношення речей, процесів та явищ.

**Судження** – це форма мислення, у якій що-небудь стверджується або заперечується щодо сутності, властивостей, ознак, зв'язків речей, процесів тощо.



# **The National Academy of Sciences of Ukraine:**

## **Past, Present, and Future**

### **Past**

The National Academy of Sciences of Ukraine (NASU) was established in 1918, amidst the turbulent times of the Ukrainian War of Independence. The visionary leadership of prominent academician Volodymyr Vernadsky played a pivotal role in its creation. NASU was founded to promote and develop science and culture in Ukraine, uniting the most distinguished scholars and fostering research in diverse fields, including physics, mathematics, biology, and the humanities.

Throughout its history, NASU has been a beacon of intellectual growth and innovation, even during challenging periods such as the Soviet era. Its members made significant contributions to global science, including advancements in cybernetics, materials science, and nuclear physics. The Academy's research institutes became renowned for their groundbreaking work, and many Ukrainian scientists gained international recognition.

### **Present**

Today, NASU is a leading scientific institution in Ukraine, overseeing over 170 research institutes and organizations. It spans a wide range of disciplines, including natural sciences, social sciences, and engineering. The Academy continues to contribute to global scientific progress, despite facing challenges such as underfunding, economic constraints, and the ongoing impact of geopolitical tensions.

In recent years, NASU has adapted to modern demands by embracing international collaboration, advancing digital and computational research, and addressing pressing societal issues such as environmental protection, healthcare innovation, and energy efficiency. It also serves as a hub for Ukraine's scientific community, fostering young talent and connecting academia with industry.

### **Future**

The future of the National Academy of Sciences of Ukraine lies in its ability to adapt and innovate in an increasingly interconnected world. As Ukraine integrates more closely with global scientific and technological communities, NASU has the potential to become a key player in addressing global challenges, from climate change to digital transformation.

Key priorities for the Academy's future include securing sustainable funding, modernizing its research infrastructure, and attracting young scientists to rejuvenate its ranks. Increased international collaboration will also be vital, allowing NASU to participate in large-scale global research projects and exchange knowledge with leading institutions worldwide.

In fact, NASU aims to strengthen the link between science and society, ensuring that its research directly benefits Ukraine's economy and well-being. By fostering public engagement and emphasizing the importance of science in policymaking, the Academy can solidify its role as a driver of progress in Ukraine and beyond.

## **Conclusion**

The National Academy of Sciences of Ukraine has a rich history of resilience and achievement. As it navigates the challenges of the present, it remains committed to advancing knowledge and innovation. With a focus on modernization, collaboration, and societal impact, NASU is poised to continue playing a vital role in shaping the scientific and cultural landscape of Ukraine and contributing to global progress.



# Sociolinguistic Appropriateness in Academic English

**Sociolinguistic appropriateness** deals, first and foremost, with a plethora of politeness conventions, with

- employing *politeness* devices  
AND
- avoiding *impoliteness*.

Let's turn to several "sociolinguistically flavored" cases from academic English.

In scientific discourse, we can't overtly criticize someone's work. Rather, we should use conventional phrases like "of course, our work leaves room for further research" (here the author hedges his or her claims, implying that his or her findings are not the only and absolute truth.

Inger Mewburn and colleagues (Mewburn, Firth & Lehman, 2018, p. 26) suggest considering phrases like

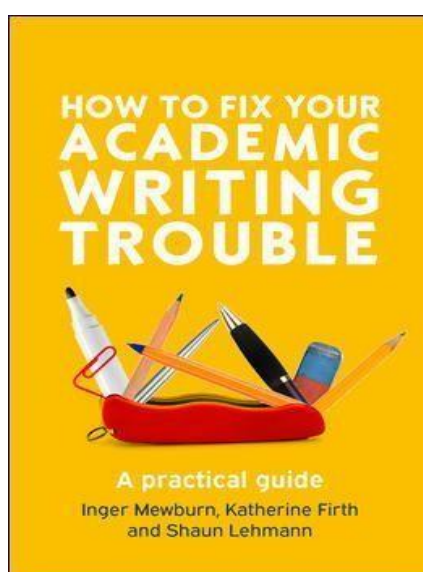
"X has provided insufficient evidence to support one's claims."

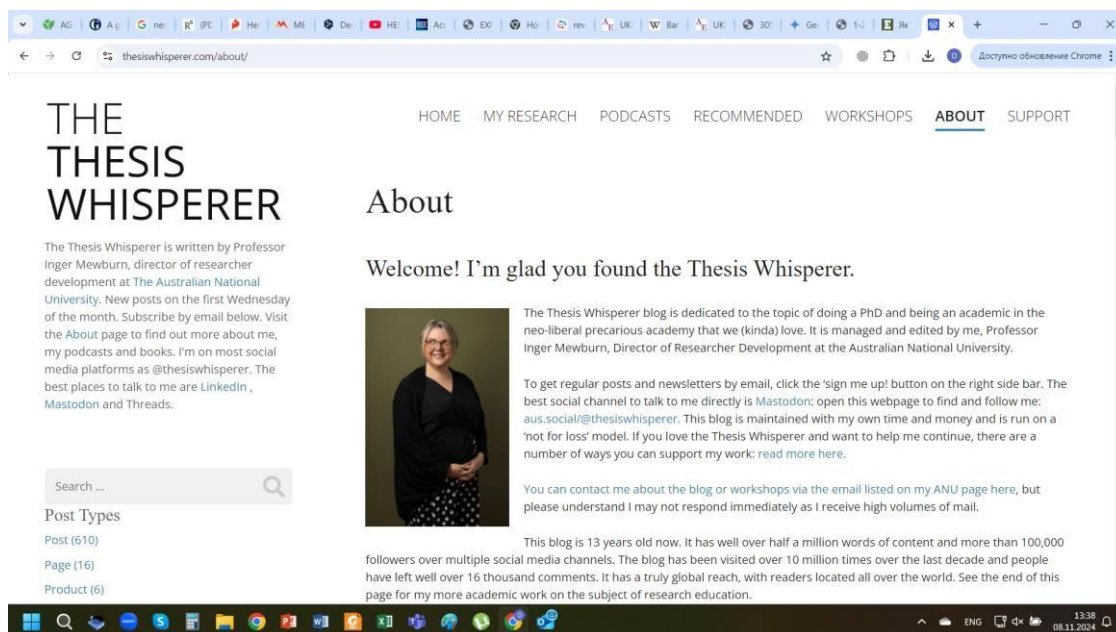
Or yet another example:

"one possible interpretation/explanation of the data shown in the tables and images above is the existence of UFOs or another, unexpected stellar artefact."

They also go on to suggest avoiding "excessive cleverness", and "snide tone", such as:

"while X argues... more recent scholarship suggests..." (ibid., p.116), which could be easily interpreted as if X's scholarship is dated/obsolete, and therefore not good enough.





Mewburn I., Firth K., Lehman S. (2018). How to Fix Your Academic Writing Trouble. A practical guide. (UK Higher Education Humanities & Social Sciences Study Skills). Open University Press. ISBN: 978-0335243327

Mewburn I., Firth K. (2021). Level Up Your Essays: How to get better grades at university. Kindle Edition. New South Publishing. ASIN : B08XTK5ZW5

We suggest choosing the best option out of several points on “politeness scale”, so to speak:

No, thanks.

Yes, please.

What seems to be the problem?

~~What's the problem with you?~~

What's the matter?

~~What's your problem?~~

What's wrong?

~~What's the matter with you?~~

~~What's wrong with you?~~

~~I don't like it.~~

- I don't really like it, I'm afraid.

- I'm afraid, I don't really like it.

~~Thank.~~

~~Thanks.~~

- Thank you.

- Thanks a lot.

- Many thanks.

- Many, many thanks.

- Thank you very much/ever so much.

•—~~We must sign the contract today.~~

- I wonder if we could sign the contract today.
- I was wondering if we could sign the contract today.
- I was hoping that we could sign the contract today.

•—~~That's a bad idea.~~

•—~~I don't like your idea.~~

•—~~I think that's a bad idea.~~

- I'm not so sure that's a good idea.
- I have a few concerns.
- I don't think that's such a good idea.
- Could we consider some other options?

•—~~You're wrong.~~

- I think you might be mistaken.
- Actually, that's not quite right/correct.

•—~~I'm disappointed.~~

- I expected better results.
- I expected more.
- I had higher hopes.

•—~~I can't recommend you.~~

- I'm not the best person to recommend you.

•—~~That's out of the question.~~

- Sorry, but I think that's out of the question.

\*\*\*

- ~~They broke our equipment.~~
- Our equipment was broken.

\*\*\*

•—~~Who are you?~~

- Have we met?
- I don't think we have actually spoken before.

## ***Boosting politeness in everyday communication***

- I ~~want (to)~~ I **would like** (to...) я хочу / хотів би / хотіла б ...  
**I'd like you to**... я хочу, аби Ви
  - I am afraid I simply боюся, / на жаль,
  - unfortunately don't have the time to...
  - I am extremely sorry, but I am afraid I will be unable to ...
  - I completely understand what you mean ...
  - Thanks but I really don't want to...
  - Your colleague is absolutely right when she says...
  - So basically I am asking you ...
  - Ideally, I need the revised version by the end of the week.
- Mind specific cases that can also pose serious problems in communication, highlighted by Clare Lynch:
    - a lack of politeness (нечемність)  
or
    - its excess (надмір увічливості),  
Consider the word "to appreciate" (often used in emails, e.g. )  
~~"It would be greatly appreciated if you could~~ get back to me straight away"  
~~"I would appreciate it if you~~ returned the document to me by the end of the day.  
  
Language like this indeed "sounds like it's part of a final reminder letter"
- USE INSTEAD:
  - Would you be able to get the document to me by the end of the day?"  
is enough for the addressee to realize the urgency of the matter, without making them feel guilty.
  - Likewise, the phrase "~~at your earliest convenience~~" can be replaced with a shorter and much friendlier "as soon as you can", while "~~on a timely and efficient basis~~" might as well be changed to "we'll need to complete the work quickly".
  - Using language that builds bridges instead of barriers can be challenging even to native speakers, to say nothing of EFL learners.

Lynch, C. Your attempts to be courteous can actually offend.

Doris and Bertie Writing School.

<https://www.dorisandbertie.com/goodcopybadcopy/2013/09/11/courteous-english-can-make-readers-angry>

The screenshot shows a web browser window with multiple tabs. The active tab is 'udemy.com/user/clarelynch/'. The page displays the profile of Clare Lynch, an instructor on Udeity. Her profile includes a circular profile picture, her name 'Clare Lynch', and her title 'Cambridge University writing tutor & professional copywriter'. Below this, it shows 'Total students: 96,308' and 'Reviews: 26,803'. The 'About me' section describes her as a University of Cambridge tutor and a professional copywriter, mentioning her award and experience. To the right of the bio, there is a 'Send message' button and links to her Website, Twitter, Facebook, LinkedIn, and Youtube.

In academic discourse, polite communication typically

- reflects appreciation,
- hedges statements (using “would”, “perhaps” or “might”), and
- acknowledges others’ perspectives.

Impolite communication tends to be overly direct and demanding, which can be perceived as rude and disrespectful.

- Polite & Professional English: How to soften your language  
[https://www.youtube.com/watch?v=0uO\\_GKExLMo&ab\\_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid](https://www.youtube.com/watch?v=0uO_GKExLMo&ab_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid)
- Bernard Marr Why You Should Be Polite To ChatGPT And Other AIs  
[https://www.youtube.com/watch?v=SnSiPYtBy7o&ab\\_channel=BernardMarr](https://www.youtube.com/watch?v=SnSiPYtBy7o&ab_channel=BernardMarr)

### ***Addressing People Properly.***

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, p. 35  
<https://olgailchenkoauthor.wordpress.com/>

### ***Giving and receiving thanks.***

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, pp. 21-22  
<https://olgailchenkoauthor.wordpress.com/>

✓ ***Identify polite VS. impolite options:***

***1. Requesting Feedback on Work***

“I need feedback on my research immediately.”

“I would be grateful if you could review my draft when convenient. Your feedback would be invaluable for improving my research.”

“Would you have any recommendations for refining my methodology? I would greatly appreciate any suggestions.”

“Can you look at my paper and tell me what’s wrong with it?”

***2. Responding to Criticism or Feedback***

“I don’t see why that’s a problem. My way is better.”

“Thank you for your insights; they provide an important perspective. I’ll work to address the issues you mentioned.”

“I appreciate your suggestions and will take them into account to strengthen my argument.”

“You’re wrong; that method doesn’t apply to my research at all.”

***3. Seeking Clarification or Help***

“I’m not entirely sure I understand the concept of X as explained. Could you possibly provide more details?”

“You need to make this clearer. I don’t have time to figure it out on my own.”

“I’m struggling to grasp this topic. Would you be willing to suggest resources for further reading?”

“I don’t get what you’re saying. Explain it again.”

***4. Disagreeing with a Point***

“While I see the value in your perspective, I wonder if we might also consider an alternative view.”

“I don’t agree at all with your perspective—it’s outdated.”

“Your argument raises important points; however, some studies suggest a different outcome, which could also be worth discussing.”

“That’s incorrect; you missed several key points.”

## ***5. Asking for a Deadline Extension***

“I need more time, so I’ll submit it later.”

“Would it be possible to extend the deadline by a few days? I want to ensure my work meets the quality standard expected.”

“I’m currently facing some challenges that might prevent me from meeting the deadline. Would an extension be feasible?”

“I won’t be able to finish this by the deadline, so extend it.”

## ***6. Expressing Disagreement in Group Discussions***

“I appreciate the points everyone has raised; however, I’d like to add another perspective that might broaden our discussion.”

“That’s an interesting viewpoint. If I may, I’d like to share an alternative interpretation based on my research.”

“Everyone’s missing the point. Here’s what we should be focusing on.”

“I don’t agree with what’s been said, and here’s why it’s wrong.”

## ***7. Providing Constructive Criticism on a Peer’s Work***

“You missed a lot of details in your research—it’s too basic.”

“Your analysis on X is insightful. Perhaps clarifying your methodology might strengthen the argument even further.”

“This section is well-researched; adding examples could make your argument more relatable to readers.”

“This part of your paper doesn’t make any sense.”



## ***Answer Key***

### **1. Requesting Feedback on Work**

"I would be grateful if you could review my draft when convenient. Your feedback would be invaluable for improving my research."

"Would you have any recommendations for refining my methodology? I would greatly appreciate any suggestions."

Impolite:

"Can you look at my paper and tell me what's wrong with it?"

"I need feedback on my research immediately."

### **2. Responding to Criticism or Feedback**

Polite:

"Thank you for your insights; they provide an important perspective. I'll work to address the issues you mentioned."

"I appreciate your suggestions and will take them into account to strengthen my argument."

Impolite:

"I don't see why that's a problem. My way is better."

"You're wrong; that method doesn't apply to my research at all."

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"I'm not entirely sure I understand the concept of X as explained. Could you possibly provide more details?"

"I'm struggling to grasp this topic. Would you be willing to suggest resources for further reading?"

Impolite:

"I don't get what you're saying. Explain it again."

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Polite:

"Your analysis on X is insightful. Perhaps clarifying your methodology might strengthen the argument even further."

"This section is well-researched; adding examples could make your argument more relatable to readers."

Impolite:

"This part of your paper doesn't make any sense."

"You missed a lot of details in your research—it's too basic."

### **Pronunciation Challenge**

however /haʊ'ev.ər/    *pronounce it like two words: how\_ever*

identify /aɪ'den.tɪ.fai/

examine /ɪg'zæm.ɪn/

determine /dɪ'tɜː.mɪn/

colleague /'kɒl.iːg/

certificate /sə'tɪfɪkət/

answer BrE /'ɑːn.sər/ AmE /'æn.sər/

question /'kwes.tʃən/

research /rɪ'sɜːtʃ/ /'riː.sɜːtʃ/

**R&D** research and development

research question (**RQ**)

component /kəm'pəʊ.nənt/

company /'kʌm.pə.ni/

technology /tek'nɒl.ə.dʒi/

Xerox /'ziə.rɒks/ /'zɪr.ɑːks/

xenophobia /ˌzen.ə'fəʊ.bi.ə/

# The Many Faces of Terminology

Now, let's delve into the fascinating world of terminology.

to delve into    заглиблюватися (y) / поринати (y)  
                         занурюватися (y)

*First, try to find the terms and give their Ukrainian equivalents.*

**incumbent** /ɪnˈkʌmbənt/    людина, яка обіймає офіційну посаду

The term **incumbent** has many different meanings, though normally refers to an **individual who currently holds responsibilities within a corporation or a branch of the government**. The term “incumbent” can also be used to describe **the duties a particular individual is required to perform**.

In business, an **incumbent may also refer to a leader**, specifically **the leader of a company or a company** that holds a large portion of the industry's **market share**.

In business, **market-leading companies should have the “incumbent's advantage,”** which is a deeper insight into the needs of customers than competitors, a stronger understanding of profitability in regards to meeting those needs, and that the knowledge of their needs and the profitability is less open to imitation than the uniqueness of their product or service.

**In politics, the incumbent** is an individual who currently **holds office**.

So it could be concluded that **business leaders** such as **chief executive officers (CEOs)** are **incumbents of a company**, while, for instance, a **senator** is a **political incumbent**.

After: <https://www.investopedia.com/terms/i/incumbent.asp>

✓ *Find the equivalents:*

готовий до використання/ужитку

зміст, задоволений,

економічний, економний (ощадливий), економічна теорія,

економіст, підприємець, історик, інженер, інженер-виробничник / технолог

основне, головне

корисна порада, корисні поради, радити

Корисні поради – (є) завжди слухні.

Моє дослідження / мої дослідження – актуальне / актуальні.

Якщо обирати з-поміж ... я б надав (надала) перевагу...

## Answer Key

\*off the shelf / OTS // ready-made

content content

economic economical economics

**an** economist, **an** entrepreneur, **a** historian, **an** engineer, **a** technologist

the main thing / the essentials / the core issue

a good piece of advice good advice to advise

Good advice **is** always worth listening to.

My research **is** relevant /timely.

**If I were to choose** ... **I would go for ...**  
**between** the two (options)  
**among** (three and more options)

## Mind the difference:

- **academia / academe the academy** VS. **academic** noun; adjective

**academia** /,æk.ə'di:.mi.ə/ / **academe** /'æk.ə.di:m/ **the academy** / ði: ə'kæd.ə.mi/

науково-освітнянська спільнота

e.g. *Academia, Academe, or the Academy* are collective terms for the academic community of students and scholars engaged in higher education and research.

syn. **academe; the academy; \*academic community**

## academic

- учений; інтелектуал /1/; викладач закладу вищої освіти (ЗВО); науково-педагогічний працівник, освітянин/2/

syn. 1. **researcher; investigator; scholar**

2. **educator** освітянин

- академічний; науковий (пов'язаний з науковою спільнотою) /1/; теоретичний /2/; навчальний /3/

syn. 1. **scholarly; intellectual** adjective

2. **theoretical; speculative; abstract**

3. **educational**

**\*academic background** отримана освіта

**\*academic council** вчена рада

e.g. *The university will create a 50-member academic council.*

syn. **\*board of academics**

- **population VS. populace** /'pɒpjələs/

population

(народо)населення /1/; контингент /2/; популяція /3/

syn. 1. **populace** /'pɒpjələs/

- **local VS. locale** /lə'ka:l/

**local** /'ləʊkl/ локальний; місцевий

**locale** /lə'ka:l/

місце зустрічі/події

syn. venue, site

- **moral** /'mɔ:r.(ə)l/ VS. **morale** BrE /mə'ra:l/ AmE /mə'ræl/ мораль

**moral** /'mɔ:r.(ə)l/ моральний

e.g. *Issues of moral concern deal with the potential to help or harm anyone, including yourself.*

**\*moral compass** /'klmpəs/ моральні принципи

**morale** BrE /mə'ra:l/ AmE /mə'ræl/ моральний стан/дух; бойовий дух

e.g. *What are the best ways to boost employee morale?*

syn. \*team spirit, \*esprit de corps (Fr.) /es,pri: də 'kɔ:(r)/

**rational VS. rationale**

**rational** /'ræʃ.ən.əl/ раціональний, розумний

**rationale** BrE /,ræʃ.ə'na:l/ AmE /,ræʃ.ə'næl/ підвалини; фундамент; обґрунтування

**human** /'hju:.mən/ людський

**humane** /hju:'meɪn/ гуманний; цивілізований

**human sciences** – гуманітарні та соціальні науки

**humanities / humanistic studies** – гуманітарні науки

**humanitarian** (прикметник) гуманітарний;

**humanitarian aid** гуманітарна допомога

**humanitarian** (іменник) – гуманіст

**annotation** – короткий коментар (у книгах)

**VS.**

**abstract, summary, précis; rundown** – анотація

**synopsis** – стислий виклад (дисертації, книги тощо)

**state** *verb* =to speak

*adjective* державний

*noun* держава /1/; державний апарат/держапарат /2/; штат /3/; стан /4/;  
пишність; пишнота; парадність; помпа /5/

- syn.
1. country; nation;
  2. government; \*state apparatus; authorities
  3. state
  4. condition
  5. splendor (*AmE*)/ splendour (*BrE*); grandeur; pomp

**\*state of affairs** стан справ

**\*state of emergency** надзвичайний стан

**\*head of state** глава держави

**\*Secretary of State** – Держсекретар; міністр закордонних справ

**United States Department of State/DoS/State Department/**

– Державний департамент США (міністерство закордонних справ)

**\*solid state physics** фізика твердого тіла

**\*sovereign state** суверенна держава

**\*state-of-the-art** = **advanced** сучасний; передовий; новий; новітній;  
прогресивний; що знаходиться на передньому краї; що активно розробляється

**to deal with**

- торкатися; стосуватися; бути дотичним (до); мати справу, розглядати; зосереджуватися на /1/;
- вживати заходів (для вирішення проблеми);
- розв'язувати питання/проблему /2/;
- упоратися (з) /3/

*This book deals with entrepreneurial studies. /1/*

*We will deal with each problem. /2/*

*I think I can deal with this matter. /3/*

- syn. 1. to address; to cover; \*to touch on/upon; \*to have to do with; to discuss;  
to concern / to be concerned (with/about); to be about; to tackle; to regard; to pertain (to);  
to concentrate on / to focus on / to zoom in on
2. \*to figure out /1/; to take (adequate) steps/measures
  3. to handle

- Create a Nano-Presentation “About myself”

See also:

Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 10, 11, 259-261  
[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, p. 12  
<https://olgailchenkoauthor.wordpress.com/>

✓ **Translate the following sentences.**

1. Just do it.
2. Читайте. Перекладайте.
3. What are you?
4. Я – підприємець історик / економіст / інженер / технолог, інженер-виробничник.
5. Хто Ваш науковий керівник? **research advisor**
6. Я – аспірант першого року навчання. **a first year PhD student**
7. Я цікавлюся наукою, зокрема актуальними розробками у галузі **interested in** **developments** інформаційних технологій.
8. Мої дослідження стосуються демографії та економіки. А Ваше дослідження?
9. Я спеціалізуюся у галузі бібліотечної справи. **major in**
10. Як Ви гадаєте? / А яка Ваша думка?
11. Як Ви гадаєте, у який спосіб (*перекладіть це найкоротшим способом*) ми можемо адаптувати (пристосувати) **adapt/tailor** цей матеріал для нашої аудиторії?
12. Його поради були безцінні. **priceless/invaluable/a treasure.**
13. Це – актуальне дослідження. **timely / relevant**
14. It draws a lot of attention, **and rightly so.**  
*і це справедливо / правильно / небезпідставно*
15. Давайте поринемо (зануримося) у світ науки і техніки. **delve into / dive into**
16. Чому б нам не зосередитися на головному?
17. Портфель інвестиційних цінних паперів бізнесу збільшився більш ніж **portfolio** **investment securities** удвічі / утричі. **to double to triple**
18. There are official standards, such as those drawn up by the IEEE; there are industry standards, where big firms team up and agree to adopt a technology (as happened with Bluetooth, for example); and there are de facto standards, decided in the marketplace, as happened with the “Wintel” standard in the PC industry. (*The Economist*)

## ***Answer Key***

1. Просто зроби це.

2. Read it. Translate it.

3. Хто Ви за фахом?

4. I am an entrepreneur / a historian / an economist / an engineer / a technologist.

5. Who is your research advisor?

6. I'm a first year PhD student.

7. I am interested in science, particularly in recent developments/advances  
in the field of IT.

I'm really into science, and I'm especially interested in recent  
developments/advances in IT.

8. My research focuses on demography and economics. What is your area of research?

9. I major in library science.

10. What do you think?

11. How do you think we can adapt this material for our audience?

What's the best way to tailor this content for our audience?

How can we adjust this content to suit our audience?

How can we customize this material to fit the specific needs of our audience?

12. His advice was invaluable / priceless / a treasure.

13. This is a timely / relevant research.

14. Це привертає до себе багато уваги, і небезпідставно.

15. Let's delve into/dive into the world of science and technology.

16. Why don't we focus on the main thing?

17. The business's investment securities portfolio more than tripled.

18. Існують офіційні стандарти, наприклад, розроблені IEEE; є галузеві  
стандарти, коли великі фірми об'єднуються і погоджуються прийняти технологію  
(як це сталося, наприклад, з Bluetooth); і є стандарти де-факто, прийняті на ринку,  
як це сталося зі стандартом «Wintel» в індустрії персональних комп'ютерів.

## Educational Terminology

alumni /ə'lm.naɪ/ (alumnus /ə'lm.nəs/ alumna /ə'lm.nə/)

випускники

випускник

випускниця

schooling навчання VS. education освіта

educator освітянин

teacher шкільний учитель, викладач

high school середня школа

instructor / lecturer викладач зво

higher education вища школа university institute

### MIND:

institution 1) заклад, установа, організація

2) виправний або лікувальний заклад

(e.g. prison, mental institution)

internship стажування in-service training підвищення кваліфікації

student (pupil) учень середньої школи, студент зво, слухач освітніх курсів

a PLA student екстерн (PLA – prior learning assessment (and recognition))

a third year student студент третього курсу

a PhD student / a PhD candidate аспірант

(full) professor професор

assistant professor доцент

MIND: **\*technical assistance = consulting**

curriculum / curricula робоча навчальна програма / програми

syllabus силабус

grades / marks оцінки to grade оцінювати

final exam(s) / finals випускні іспити

qualifying exam кваліфікаційний іспит

assignment завдання (work given to you )

task завдання (work given to you OR work that you assign to yourself)

### ASSIGNMENT

Ільченко О. (2024). Англійська для науковців : The Language of Science,  
Exercise 1, p.10, Exercise 3, p.11, Exercise 5, p. 12, Exercise 6, p. 13

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

## Academic Year Terminology in the US

In the United States, the four years of high school and university are commonly referred to by the Latin-derived terms “freshman,” “sophomore,” “junior,” and “senior.” These terms have been used for centuries to denote a student’s progression through their academic journey.

### *High School*

- **Freshman Year (9th Grade):** the first year of high school, typically for students aged 14-15.
- **Sophomore Year (10th Grade):** the second year of high school, usually for 15-16-year-olds.
- **Junior Year (11th Grade):** the third year of high school, typically for 16-17-year-olds. This year often involves preparation for college applications, standardized tests, and increased focus on extracurricular activities.
- **Senior Year (12th Grade):** the final year of high school, usually for 17-18-year-olds. Students typically submit college applications during the fall and receive decisions in the spring before graduating.

### *University*

- **Freshman:** a first-year student, often referred to as a “newcomer” or “novice.”
- **Sophomore:** a second-year student, suggesting a level of wisdom beyond that of a freshman. The term “sophomore” comes from the Greek words “Sophos” (meaning “wise”) and “moros” (meaning “foolish”), reflecting the idea that while sophomores may have gained some knowledge and experience, they still have much to learn.
- **Junior:** a third-year student, indicating a more advanced stage of their undergraduate studies.
- **Senior:** a fourth-year student, nearing the completion of their undergraduate degree, or a Bachelor’s degree, also called “first degree”. It is described as a “first” degree in order to distinguish it from higher degrees such as those at master's and doctorate levels, which may be taken subsequently.

These terms provide a standardized way to identify and categorize students based on their academic year within the American education system. It is important to note that other countries may use different terminology or a different academic structure.

## **Pronunciation Challenge**

**identify** /aɪ'den.tɪ.fai/

**examine** /ɪg'zæm.ɪn/

**determine** /dɪ'tɜː.mɪn/

**however** /,haʊ'ev.ər/ *pronounce it like two words: how\_ever*

**driven** /'drɪv.(ə)n/    **given** /'gɪv.(ə)n/    **written** /'rɪt.(ə)n/    **handwritten**

**say** /seɪ/ VS. **says** /sez/    **said** /sed/

**key** /kiː/    **cue** /kjuː/    **key words**    **keynote speaker**    **the key thing (is)**  
**the key takeaway** = **the gist** /dʒɪst/

/ɜː/ **word**    **world**    **work**    **co-worker**    **service**    **urban**    **occur** /ə'kɜː/  
**refer (to)** /rɪ'fɜːr/    **term**    **thermal** /'θɜː.m(ə)l/    **superb** /suː'pɜːb/

**extraordinary** /ɪk'strɔː.dɪn.ər.i/

**colleague** /'kɒl.iːg/    **context**    **commerce**    **comment**    **content**    *3micm*

**company** /'kʌm.pə.ni/    **comfortable**    **allow**    **ton**

**certificate** /sə'tɪfɪkət/

**answer** BrE /'ɑːn.sər/    AmE /'æn.sər/

**question** /'kwes.tʃən/

**research** /rɪ'sɜːtʃ/ /'riː.sɜːtʃ/

**R&D** research and development

research question (**RQ**)

**component** /kəm'pəʊ.nənt/

**company** /'kʌm.pə.ni/

**technology** /tek'nɒl.ə.dʒi/

**suggestion** /sə'dʒestʃən/    **procedure** /prə'siː.dʒə/

**engine** /'en.dʒɪn/    **region** /'riː.dʒ(ə)n/    **major** /'meɪ.dʒə/

**plagiarism** /'pleɪ.dʒər.i.zəm/    **gesture** /'dʒes.tʃə/    **exaggeration** /ɪg,zædʒ.ə'reɪ.(ə)n/

**thought** /θɔːt/

**though** /ðəʊ/    **although** /ɔːl'ðəʊ/

**router**, BrE /'ruː.tər/    AmE /'raʊ.tər/

**also** /'ɔːl.səʊ/    **alternative** /ɒl'tɜː.nə.tɪv/    **alter** /'ɒl.tə(r)/    **always** /'ɔːl.werz/

**almost** /'ɔːl.məʊst/    **award** BrE /ə'wɔːd/    AmE /ə'wɔːrd/

**author** /'ɔ:θə(r)/ **co-author** /kou 'ɔ:θə(r)/ **automatic** **autonomy** **autonomous**  
**authentic** **authenticity** **authority** **audience** **core audience** **caution**  
**Australia** **Austria** **launch** **quality** **quantity** **audio** **laundry** **quantum**

(exception: **Zaumanis**)

**methodology** /,meθ.ə'dɒl.ə.dʒi/ **method** **author** **co-author** **theory** **theoretical**  
**enthusiasm** /ɪn'tʃu:zi.æz.m/ **hypothesis** /haɪ'pɒθ.ə.sɪs/ **hypotheses**  
 /haɪ'pɒθ.ə.sɪz/ **synthesis** /'sɪn.θə.sɪs/ **thesis** /'θi: sɪs/

**Europe** **European** **euro** **Eureka!** /ju'ri:.kə/

/k/ **mechanics** **mechanism** **technology** **high tech** **technician**  
**chemistry** **chemical** **charisma** / "rizz" **polytechnic**  
**unique** /ju:'ni:k/ **technique** /tek'ni:k/ **critique** /krɪ'ti:k/  
**chronology**

/tʃ/ **Bachelor's degree** (first degree) **charm** **charming** **touch** **Greenwich** /,ɡren.ɪtʃ/  
**righteous** /'raɪ.tʃəs/ **venture** *Nothing ventured, nothing gained.*

**expenditure** /ɪk'spen.dɪ.tʃə(r)/ **signature** /'sɪɡ.nə.tʃə(r)/

**purchase** /'pɜ:.tʃəs/ **merchandise** /'mɜ:.tʃən.daɪz/ **merchandiser**

**fluctuation** /,flʌk.tʃu'eɪ.ʃən/ **punctual** /'pʌŋk.tʃu.əl/ **mutual** /'mju:.tʃu.əl/

**virtual** /'vɜ:.tʃu.əl/ **virtually** **habitually** /hə'bitʃ.ə.li/

/æ/ **national** /'næʃ.(ə)n.(ə)l/ **natural** /'nætʃ.r.əl/ **area** /'er.i.ə/ **value** **valuable**

/eɪ/ **nation** /'nei.ʃ(ə)n/ **nature** /'nei.tʃə(r)/ **ancient** /'em.jnt/

/ʃ/ **precious** /'preʃ.əs/ **passion** /'pæʃ(ə)n/ **quotient** /'kwəʊ.ʃ(ə)nt/

**rational** /'ræʃ.ən.(ə)l/ **rationale** *BrE* /,ræʃ.ə'na:l/ *AmE* /,ræʃ.ə'næl/

**vicious** /'viʃ.əs/ **treatise** /'tri:.tɪs/ **anxious** /'æŋk.ʃəs/ **luxury** /'lʌk.ʃə.i/

**resource** /rɪ'zɔ:(r)s/ / /'ri:.sɔ:(r)s/ **anxiety** /æŋ'zaɪ.ə.ti/ **luxurious** /lʌg'ʒʊə.ri.əs/

**media** /'mi:.di.ə/ **medium** **social media** **mass media** **encyclopedia** **Wikipedia** **arena** /ə'ri:.nə/

**academia** /,æk.ə'di:.mi.ə/ **academe** /'æk.ə.di:m/ **defect** /'di:.fekt/ **deceive** /dɪ'si:v/

**eco-** /i:.kəʊ-/ **ecology** /i'kɒl.ə.dʒi/ **peer** /piə(r)/ **cohesion** /kəʊ'hi:ʒ(ə)n/

**sphere** /sfi(ə)r/ **atmosphere** /'æt.mə.sfi(ə)r/

**micro** /'maɪ.krou/ **mine** /maɪn/ **isolate** /'aɪ.sə.leɪt/ **horizon** /hə'raɪ.z(ə)n/ **hybrid** /'haɪ.bɪd/

**bio-** /baɪ.ou-/ **biology** **biotechnology** **iceberg** /'aɪs.bɜ:g/ **design** /dɪ'zain/

archive BrE /'ɑː.kɑɪv/ AmE /'ɑːr.kɑɪv/  
 type /taɪp/ pi /paɪ/ AI /eɪ'aɪ/ the Delphi method BrE /'del.fi/ AmE /'del.fai/  
 dynamics /daɪ'næm.iks/ vice /vaɪs/ triumph /'traɪ.əmf/ bias /'baɪ.əs/ triad /'traɪ.æd  
 island /'aɪ.lənd/ isle /aɪl/ vital /'vaɪ.t(ə)l/ paradigm /'pær.ə.daɪm/ client /'klaɪ.(ə)nt/  
 society /sə'saɪ.ə.ti/ surprise /sə'praɪz/ surprisingly /sə'praɪ.zɪŋ.li/  
 prior (to) /praɪə(r)/ priority /praɪ'ɒr.ə.ti/

✓ **Summarize this information in just one sentence.**

### Types of artificial intelligence

There are three main types of artificial intelligence:

Artificial narrow intelligence (ANI): ANI is the most common type of AI today. It focuses on specific tasks, such as image recognition or natural language processing. For example, a facial recognition software used in security systems is an ANI application.

Artificial general intelligence (AGI): AGI possesses human-like intelligence and can perform any intellectual task that a human can. It is capable of learning, reasoning, and adapting to new situations. Currently, true AGI does not exist, but research and development efforts are ongoing.

Artificial super intelligence (ASI): ASI surpasses human intelligence and can potentially solve problems that are currently beyond the capabilities of humans. For instance, an ASI system could potentially design highly efficient energy systems or develop new medical treatments. However, ASI is still largely theoretical and remains a topic of debate and speculation.

<https://cloud.google.com/discover/what-is-artificial-general-intelligence>

You might wish to use the following patterns:

**Unlike A, B is..., while C tends to... .**

OR:

**While A ... , B/C ... .**

*Feel free to improvise! Just do your thing. ☺*

### **SAMPLE ANSWER:**

Artificial intelligence is categorized into three types: ANI, which specializes in specific tasks like facial recognition; AGI, which aims to emulate human-like intelligence but doesn't yet exist; and ASI, a theoretical concept of surpassing human intelligence to solve complex problems. (ChatGPT)

# The Importance of Context

*The following words differ in meaning depending on CONTEXT*

## **since**

1) з (якогось часу) *when used with time markers*

(**since** 2013/last year/then etc.)

**ever since** – ще з того часу (як)

2) тому, що; через те, що; бо; позаяк; адже (because)

(*when there are no time markers* : I'm at a loss since I don't know what to do.)

But things have changed **since** then. /

**since** he took office. /**since** the day I was born. / **since** 2022.

**Since** the beginning of the 1990s, this country has been involved in a broad cooperation with its adjacent areas.

It's not necessary **since** it's not in the rules.

Not bad, especially **since** it's free!

## **to maintain**

1) стверджувати

2) тримати, підтримувати, утримувати; обслуговувати

We **maintain** that this is a last resort.

*Ми вважаємо, що це крайній захід.*

Economically, gas exports enable the government **to maintain** its tight grip on power.  
(*Guardian*)

*З економічної точки зору, експорт газу дозволяє уряду утримувати владу в своїх руках.*

## **to suggest**

1) пропонувати

2) наводити на думку; передбачати; свідчити про

We **suggest** the following.

*Ми пропонуємо таке.*

Finally, **it suggests** a consistent international policy and the ability to speak with all parties.

*Нарешті, це передбачає послідовну міжнародну політику і здатність говорити з усіма сторонами.*

All the evidence **suggests** that productivity will either hold steady or go up.

*Всі дані свідчать про те, що продуктивність або залишиться незмінною, або зростатиме.*

### to discover

- 1) *робити відкриття; (унерше) відкривати, винаходити (to pioneer)*
- 2) *виявляти; знаходити (to find (out), to reveal)*

Columbus **discovered** the New World.

Our menu will allow you **to discover** local and international culinary flavors.

### to appear

- 1) *з'являтися*
- 2) *здаватися; видаватися (to seem –in the infinitive constructions)*

They **have appeared** on the market comparatively recently.

*Вони з'явилися на ринку порівняно недавно.*

They **appear to** know nothing.

### seem

At first glance, **it appears** that it's a merit.

**it appears to be** a merit. *На перший погляд, здається, що це заслуга.*

### to prove

- 1) *доводити*
- 2) *виявлятися (to turn out –in the infinitive constructions)*

The results of the research **prove** this amazing fact.

*Результати дослідження доводять цей дивовижний факт.*

That **proved**

**turned out** to be really effective. *Це виявилось дійсно/справді/напрочуд ефективним.*

### to challenge

- 1) *кидати виклик (to throw down the gauntlet, to dare)*
- 2) *ставити під сумнів; не погоджуватися (to disagree, to dissent; to object (to); to challenge)*

### to believe

- 1) *думати; вважати; гадати; міркувати; бути впевненим/певним; бути переконаним; розцінювати*
- 2) *довіряти*
- 3) **(in)** *вірити (y)*

I **believe** it's true.

Frankly, I **don't believe** most media.

I **believe in** God.

### to argue

- 1) *уважати, гадати (to think / to believe)*
- 2) *дискутувати (to dispute, to debate)*
- 3) *сперечатися (to quarrel)*  
to argue **for** –*висувати аргументи “за”; виступати за*  
to argue **against** – *висувати аргументи проти, бути/виступати проти*

# Writing & Speaking: The Two Faces of Effective Communication

## ***Writing Essays: Some Essentials***

*see*

Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 307-315, 321-329  
[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

IELTS Essays: Free Samples

<http://www.goodluckielts.com/IELTS-sampleessay-4.html>

IELTS Liz

<https://ieltsliz.com/ielts-writing-task-2/>

<https://ieltsliz.com/ielts-writing-task-2-how-to-write-an-introduction/>

Claire Lynch: How to Make Your Writing Flow

[https://www.youtube.com/watch?v=zayfRlAx\\_5M](https://www.youtube.com/watch?v=zayfRlAx_5M)

James Hayton PhD

How to link ideas in your writing (with examples)

[https://www.youtube.com/watch?v=NNCVycfdZ-c&ab\\_channel=JamesHaytonPhD](https://www.youtube.com/watch?v=NNCVycfdZ-c&ab_channel=JamesHaytonPhD)

"The single biggest problem in communication is the illusion that it has taken place." *George Bernard Shaw*

*You can either write an essay or prepare an oral presentation on the topic.*

*Please provide real-life examples.*

**ЗМТ** – *see*

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, pp. 30-31  
<https://olgailchenkoauthor.wordpress.com/>

Philip Odonkor presents:

[https://www.youtube.com/watch?v=M14eu8-YLu0&ab\\_channel=UniversityatBuffaloGraduateSchool](https://www.youtube.com/watch?v=M14eu8-YLu0&ab_channel=UniversityatBuffaloGraduateSchool)

## **“Um, Like, So”: How Filler Words Can Be Effective in Communication**

<https://www.gsb.stanford.edu/insights/um-so-how-filler-words-can-be-effective-communication>

**Listen to the talk, read the text transcript (located below the video), listen while reading the transcript, and then listen again. Please make sure to listen to the talk specifically on the website, NOT on YouTube, as the transcript is available only here. See KEY VOCABULARY below.**

### **Answer the following questions:**

1. What is the twofold purpose of language? Can we say it could actually be manifold? Can we argue that its functions are far more extensive?
2. What are the first three ingredients that go into a successful communication recipe?
3. What is the best communication advice that can be formulated as a five-to-seven-word presentation slide title?
4. Who do *you* personally think are – or were - the greatest speakers? Name one to three.

**SOME KEY VOCABULARY YOU WILL COME ACROSS:** *to come across – натрапляти (на)*

dude *хлопець / чувак*

riffraff *мотлох (дослівно: покидьки суспільства)*

“crutch” words *слова-милиці (метафора допомоги)*

all of a sudden = suddenly *раптово, зненацька, несподівано*

verbatim *дослівний; дослівно*

generational divide / generation gap *розрив між поколіннями*

pet peeve *щось, що особливо вас дратує*

Swiss Army knife - *швейцарський армійський ніж – тут вживається як метафора:*

*the term "Swiss Army knife" has entered popular culture as a metaphor for usefulness and adaptability because of its multi-purpose nature of the tool*



ubiquitous *повсюдний*

expertise / skill *вміння; навички; вправність; майстерність; спеціальні знання, компетентність; практичний досвід*

cognitive processing *когнітивна обробка*

uptalk - *манера підвищувати інтонацію наприкінці будь-якого речення, через що воно звучить як питальне*

social cues / keys *соціальні підказки / ключі*

emoji *емодзі*

subtle /'sʌt.əl/ cues *тонкі підказки*

A+ *відмінно з плюсом*

tough *складний, непростий*

emotional resonance *емоційний резонанс*

to resonate and reverberate *резонувати (знаходити відгук) та відбиватися*

transmitting connection *передача зв'язку (міжособистісного)*

transmission of meaning / content *передача сенсу, змісту*

Thank you for having me (on). *Дякую, що запросили мене.*

Thanks for joining us. *Дякую, що приєдналися до нас.*

## ***Avoiding Plagiarism***

- ✓ <https://graduate.unl.edu/connections/26-guidelines-avoiding-plagiarism>
- ✓ <https://usingsources.fas.harvard.edu/avoiding-plagiarism>
- ✓ <https://soundcloud.com/user-925956704/the-different-forms-of-plagiarism-and-how-to-avoid-it>

Ільченко О., Крамар Н., Шелковнікова З., Бедріч Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, pp. 38-39  
<https://olgailchenkoauthor.wordpress.com/>

## Quantifiers Revisited: How Much or How Many

### *What are ethics?*

Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 32-36; Ex. 6.p 37  
[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

### ✓ *Fill in the blanks*

1. No news \_\_\_\_\_ good news.  
a. is    b. were    c. are    d. have been
2. Join \_\_\_\_\_ 2 \_\_\_\_\_ learners and take Microsoft Power BI courses on Udemy for **business intelligence**.  
*бізнес-аналітика*  
a. more than                      millions  
b. more                              millions  
c. more and more                million  
d. more than                      million
3. Any feedback \_\_\_\_\_ always welcome.  
a. are    b. as    c. is    d. as is
4. Most companies have \_\_\_\_\_ information.  
a. Web site with a plethora of  
b. Web sites with a  
c. Web sites with a plethora of  
d. Web sites
5. This hardcopy version of the conference proceedings \_\_\_\_\_ in conjunction with its electronic counterpart.  
a. is published    b. published    c. are published    d. publication
6. Pertinent review articles and conference proceedings \_\_\_\_\_ first.  
a. is discussed    b. are discussed    c. discussion    d. discuss
7. AIP Conference \_\_\_\_\_ is a serial published by the American Institute of Physics since 1970.  
a. Proceed    b. Proceeding    c. Proceeded    d. Proceedings
8. The conference proceedings \_\_\_\_\_ to be registered in international databases.  
a. planned    b. are planned    c. plan    d. planning

9. I am keen to help others \_\_\_\_\_ of online learning, so I set up a website:  
[www.onlinelearningsuccess.org](http://www.onlinelearningsuccess.org)  
 a. make the most    b. make most    c. makes the most    d. mostly
10. More than half of the respondents \_\_\_\_\_ the state should have no access to personal information and correspondence.  
 a. believing    b. believes    c. believe    d. to believe
11. Using Target Wake Time, client devices that support the Wi-Fi 6 standard may consume two-thirds \_\_\_\_\_ power. \_\_\_\_\_ that batteries in products such as smartphones, laptops, tablets, and IoT devices can last longer \_\_\_\_\_ it the ideal standard. (Cisco)  
 a. less    This means    which makes  
 b. less    This means    which make  
 c. fewer    This means    which makes  
 d. few    Which makes    this means
12. Of them, less than half \_\_\_\_\_ satisfied with current education programmes/programs.  
 a. was    b. were    c. is    d. to be
13. According to DataProt's analysis, \_\_\_\_\_ 56.5% of all email is spam.  
 a. as much as    b. as many as    c. as many    d. much of the
14. We have a number of students who \_\_\_\_\_ now facing this situation.  
 a. are    b. to be    c. been    d. was
15. At the moment, the number of employees \_\_\_\_\_ 27 people.  
 a. was    b. been    c. is    d. are
16. Also, several thousand euros each month \_\_\_\_\_ required for maintenance.  
 a. it    b. it is    c. is it    d. is
17. One hundred percent \_\_\_\_\_ what we need.  
 a. as    b. is    c. as such    d. such as
18. However, almost none of them \_\_\_\_\_ on such techniques **entirely**.  
 цілком (і повністю)  
 a. relies    b. to rely    c. reliable    d. rely
19. Out of \_\_\_\_\_ 50%, the majority \_\_\_\_\_ rural people.  
 a. this    are  
 b. them    are  
 c. then    are  
 d. this    is
20. So, you see, there \_\_\_\_\_ a problem and a solution.  
 a. are    b. is    c. be    d. to be

21. A variety of approaches \_\_\_\_\_ indeed a future challenge for us all/for all of us.  
 a. were                      b. is                                      c. are                                      d. have been
22. \_\_\_\_\_ money \_\_\_\_\_ involved and \_\_\_\_\_ of people.  
 a. A lot of              is                                      lots  
 b. A lot of              are                                      lots  
 c. A lot of              is                                      lot  
 d. A lot                      were                                      lots
23. I did \_\_\_\_\_ research for \_\_\_\_\_ reasons.  
 a. a lot of                      lots of  
 b. lot                                      lots  
 c. lots                                      lot  
 d. a lot                                      lots
24. One \_\_\_\_\_ suggests that the optimum balance of working and breaks is to work for 52 minutes and take a 17-minute break.  
 a. researchers  
 b. researcher  
 c. research  
 d. piece of research
25. Well, none of them work, \_\_\_\_\_ they?  
 a. do                                      b. don't                                      c. aren't                                      d. are
26. Two-factor authentication \_\_\_\_\_ an extra layer of security to the login process.  
 a. add                                      b. adding                                      c. adds                                      d. to add
27. It requires users to enter \_\_\_\_\_ a username \_\_\_\_\_ password, \_\_\_\_\_ a code that is generated by an authenticator app.  
 a. both              and              as well as  
 b. both              and              as well  
 c. and              both              as well as  
 d. and              and              as well  
 e.
28. A strong password is \_\_\_\_\_ eight characters long and includes a mix of upper- and lower-case letters, numbers, and symbols.  
 a. the least                      b. at least                                      b. least                                      d. last but not least
29. When shopping around for a router, *BrE* /'ru:tər/ *AmE* /'rau.t̬ər/  
 make sure to look for \_\_\_\_\_ that support this most recent security protocol.  
 a. ones                                      b. and one                                      c. and ones                                      d. one is

30. Using a VPN (**which stands for** “a virtual private network”) *що означає*  
is \_\_\_\_\_ best practice for wireless network security.  
a. another                      b. others                      c. other                      d. other than
31. To improve the security of your wireless network, explore the several \_\_\_\_\_ of network security protocols. \_\_\_\_\_ examine the tools and solutions available for increasing your network **resilience**. *стійкість, витривалість*  
a. types                      Also  
b. type                      Also  
c. type                      All so  
d. types                      All so
32. Wireless security \_\_\_\_\_ **layers** of defense. *шари*  
a. to create      b. create      c. creating                      d. creates
- IP spoofing** happens when \_\_\_\_\_ a packet’s original IP address with a fake \_\_\_\_\_. *підміна IP*  
a. a hacker replacing                      one  
b. hackers replacing                      ones  
c. a hacker replaces                      one  
d. a hacker does not replace                      one
33. **Piggybacking** on Wi-Fi networks \_\_\_\_\_ getting unwanted access to the internet *підключення до чужої Wi-Fi мережі* by exploiting unencrypted signals.  
a. involve                      b. involving                      c. to involve                      d. involves
34. However, \_\_\_\_\_ of them do not even imagine another way.  
a. the most                      b. most                      c. most of                      d. more than
35. You have written **bazamo** research papers.  
a. quite a few                      b. much                      c. a few                      d. not numerous
36. Are there \_\_\_\_\_ questions about curricula?  
a. some                      b. any                      c. are                      d. is
37. Can I have \_\_\_\_\_ water?  
a. few                      b. some                      c. lots                      d. a few
38. Ethics \_\_\_\_\_ the moral norms.  
a. are                      b. is                      c. be                      d. so be it

39. Other resources \_\_\_\_\_ trust funds.  
 a. include but are not limited  
 b. include but are not limited to  
 c. include but are not  
 d. include but are
40. His advice \_\_\_\_\_ not limited to theoretical recommendations.  
 a. are                      b. is                      c. to be                      d. being
41. And last but not \_\_\_\_\_, the cost.  
 a. less                      b. least                      c. no less                      d. the least
42. I have \_\_\_\_\_ question.  
 a. another                      b. a one                      c. any                      d. some
43. Have you heard \_\_\_\_\_?  
 a. news                      b. the news                      c. new                      d. and news
44. What are \_\_\_\_\_ developments in telecoms?  
 a. the latest                      b. later on                      c. late                      d. later than
45. \_\_\_\_\_ the company has not published any official information.  
 a. In addition to                      b. In addition                      c. More                      d. In addition,
46. Photography and video contests were held \_\_\_\_\_.  
 a. in addition to                      b. as well as                      c. as well                      d. alike
47. \_\_\_\_\_ they leave no traces on the surface.  
 a. Furthermore,                      b. Furthermore                      c. More                      d. Further
48. He is knowledgeable about \_\_\_\_\_ alike.  
 a. both politics and sports  
 b. politics and sports  
 c. politics, sports  
 d. both politics and
49. It provides flexibility for \_\_\_\_\_ your employer.  
 a. both your and  
 b. both of you  
 c. and you and  
 d. both you and

### ***Answer Key***

1. No news **is** good news.
2. Join **more than 2 million** learners **and take** Microsoft Power BI courses on Udemy for business intelligence.
3. Any feedback **is** always welcome.
4. Most companies have **Web sites with a plethora of** information.
5. This hardcopy version of the conference proceedings **is published** in conjunction with its electronic counterpart
6. Pertinent review articles and conference proceedings **are discussed** first
7. **AIP Conference Proceedings** is a serial published by the American Institute of Physics since 1970.
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9. I am keen to help others **make the most** of online learning, so I set up a website:  
[www.onlinelearningsuccess.org](http://www.onlinelearningsuccess.org)
10. More than half of the respondents **believe** the state should have no access to personal information and correspondence.
11. Using Target Wake Time, client devices that support the Wi-Fi 6 standard may consume two-thirds **less** power. **This means** that batteries in products such as smartphones, laptops, tablets, and IoT devices can last longer, **which makes** it the ideal standard.  
*(Cisco)*
12. Of them, less than half **were** satisfied with current education programmes/programs.
13. According to DataProt's analysis, **as many as** 56.5% of all email is spam.
14. We have a number of students who **are** now facing this situation.
15. At the moment, the number of employees **is** 27 people.
16. Also, several thousand euros each month **is** required for maintenance.
17. One hundred percent **is** what we need.
18. However, almost none of them **rely** on such techniques **entirely**.
19. Out of **this** 50%, the majority **are** rural people.
20. So, you see, there **is** a problem and a solution.
21. A variety of approaches **is** indeed a future challenge for us all.
22. **A lot of** money **is** involved and **lots** of people.
23. I did **a lot of research** for **lots of** reasons.

24. One **piece of research** suggests that the optimum balance of working and breaks is to work for 52 minutes and take a 17-minute break.
25. Well, none of them work, **do** they?
26. Two-factor authentication **adds** an extra layer of security to the login process.
27. It requires users to enter **both** a username **and** password, **as well as** a code that is generated by an authenticator app.
28. A strong password is **at least** eight characters long and includes a mix of upper- and lower-case letters, numbers, and symbols.
29. When shopping around for a router, *BrE* /'ru:tər/ *AmE* /'raʊ.t̬ər/ make sure to look for **ones** that support this most recent security protocol.
30. Using a VPN (**which stands for** “a virtual private network”) is **another best practice** for wireless network security.
31. To improve the security of your wireless network, explore the several **types** of network security protocols. **Also**, examine the tools and solutions available for increasing your network **resilience**.
32. Wireless security **creates layers** of defense.
33. **IP spoofing** happens when **a hacker replaces** a packet's original IP address with a fake one.
34. **Piggybacking** on Wi-Fi networks **involves** getting unwanted access to the internet by exploiting unencrypted signals.
35. However, **most** of them do not even imagine another way.
36. You have written **quite a few** research papers.
37. Are there **any** questions about curricula?
38. Can I have **some** water?
39. Ethics **are** the moral norms.
40. Other resources **include but are not limited to** trust funds.
41. His advice **is** not limited to theoretical recommendations.
42. And last but not **least**, the cost.
43. I have **another** question.
44. Have you heard **the news**?
45. What are **the latest** developments in telecoms?
46. **In addition**, the company has not published any official information.
47. Photography and video contests were held **as well**.
48. **Furthermore**, they leave no traces on the surface.

49. He is knowledgeable about **politics and sports alike**.
50. It provides flexibility **for both you and your employer**.

## Visuals / Infographics

See: O. Ilchenko *The Language of Science*, pp. 75-81 - **особливо: pp. 76-77** (the blue book ☺)

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

## Writing Scientific Abstracts

See: O. Ilchenko *The Language of Science*, pp. 38-43 (the blue book ☺)

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

### More On Writing Abstracts

<https://www.adelaide.edu.au/writingcentre/ua/media/26/learningguidewritinganabstract.pdf>

<https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>

<https://www.keystonesymposia.org/conferences/tips-for-abstracts>

### Types of Scientific Abstracts:

- **written abstracts**
- **visual/graphical abstracts**
- **video abstracts**

See Martin Zaumanis's website: <https://peerrecognized.com/>

<https://peerrecognized.com/how-to-create-a-scientific-explainer-video-or-video-abstract-with-examples/>



## ***Tips for Writing Effective Abstracts***

### **1. Start with Keywords or a Central Idea**

Begin with the most important term(s) or concept(s) of your research. For example, if your study is about "machine learning applications in telecommunications," mention that right away to hook the reader and set the context.

Example:

*"Machine learning has revolutionized network optimization in telecommunications by enabling real-time traffic management and fault prediction."*

### **2. Address the "Big Picture" in the First Sentence**

Start by framing your research within the broader field. This helps the reader understand why your work matters.

Example:

*"As the demand for faster and more reliable communication networks grows, innovative methods for optimizing infrastructure are increasingly critical."*

### **3. Clearly State the Research Gap**

Identify what's missing in existing research or what problem you aim to solve. This step tells the reader why your research is necessary.

Example:

*"However, existing optimization algorithms struggle to scale efficiently in ultra-dense network environments."*

### **4. Summarize Your Approach Briefly**

Outline the methods or approaches you used to tackle the problem. Keep it concise but specific enough to differentiate your work.

Example:

*"This study proposes a hybrid deep learning framework combining convolutional neural networks and reinforcement learning to optimize network traffic in real-time."*

### **5. Highlight Key Results or Findings**

Even in the abstract, readers look for results. Include quantitative or qualitative findings to show the impact of your work.

Example:

*"The proposed framework reduced network latency by 25% and improved throughput by 30% compared to traditional methods."*

### **6. Conclude with the Implications**

End by stating why your findings are important and how they contribute to the field.

Example:

*"These findings provide a scalable solution for managing next-generation telecommunication networks, paving the way for enhanced user experiences."*

## Identifying Research Gap

[https://www.youtube.com/watch?v=VpkwpLK4z3U&ab\\_channel=AndyStapleton](https://www.youtube.com/watch?v=VpkwpLK4z3U&ab_channel=AndyStapleton)

[https://www.youtube.com/watch?v=VYoExMdw7K0&ab\\_channel=AcademicEnglishNow](https://www.youtube.com/watch?v=VYoExMdw7K0&ab_channel=AcademicEnglishNow)

## Writing Research Questions

Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, p. 76

<https://olgailchenkoauthor.wordpress.com/>

### *Writing Strong Research Questions*

<https://research.com/research/how-to-write-a-research-question>

<https://www.indeed.com/career-advice/career-development/how-to-write-research-questions>

<https://www.enago.com/academy/how-to-develop-good-research-question-types-examples/>

<https://typeset.io/resources/how-to-write-a-research-question/>

<https://www.scribbr.com/research-process/research-questions/>

<https://www.scribbr.com/research-process/research-question-examples/>

## DATABASE SEARCH: Authoritative Research Databases

**Google Scholar** <https://scholar.google.co.uk/>

Clarivate (Web of Science) <https://clarivate.com/webofsciencegroup/solutions/webof-science/>

Elsevier (Scopus) <https://www.elsevier.com/solutions/scopus>  
<https://www.scopus.com/>

IEEE Xplore <https://ieeexplore.ieee.org/Xplore/home.jsp>

ScienceDirect <https://www.sciencedirect.com/>

### **Connected Papers**

<https://www.connectedpapers.com/>

### **Research Rabbit**

<https://www.researchrabbit.ai/>

## Writing Reviews

### *On Literature Reviews*

Snyder, H. (2019) Literature review as a research methodology: An overview and guidelines. Journal of Business Research, Volume 104, Pages 333-339 ISSN 0148-2963, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

<https://www.sciencedirect.com/science/article/pii/S0148296319304564>

How to do a literature review QUICKLY (step-by-step process)

[https://www.youtube.com/watch?v=p7eeHSymGt8&ab\\_channel=AcademicEnglishNow](https://www.youtube.com/watch?v=p7eeHSymGt8&ab_channel=AcademicEnglishNow)

James Hayton PhD The best PhD literature review the world has ever seen

[https://www.youtube.com/watch?v=ix0\\_OovjBys&ab\\_channel=JamesHaytonPhD](https://www.youtube.com/watch?v=ix0_OovjBys&ab_channel=JamesHaytonPhD)

## Expanding Academic Vocabulary

**research (is)** дослідження (одне чи багато)

**R&D / research and development are/is** науково-дослідна робота

**a researcher an investigator a researcher-investigator a scholar** науковець, дослідник

**scientific and technological S&T science and technology (are/is)**

**technical assistance** консультативна допомога

**technique** /tek'ni:k/ 1) методика (дослідження) 2) навички («мистецтво», «техніка»)

**technicality/technicalities** технічний бік (справи);

технічні деталі/подробиці/терміни; формальність/ формальності

**(a) stream of research / (a) line of research** напрям досліджень

**demography** /dɪ'mɒɡ.rə.fi/ демографія (наука)

**demographics** /,dem.ə'græf.iks/ демографічна статистика, демографічні показники

**a demographer / a demographist / a populationist / a demographic analyst**

демограф

**population** **populace**

**politics** політична діяльність/політика **policy** політичний курс/політика

**effective** **efficient**

**\*at one's disposal / service = available** наявний, доступний

**\*to dispose of = to get rid of** позбуватися, утилізувати, викидати

**accordingly VS. according to**

**accordingly**

adv. 1. відповідним чином; відповідно; з урахуванням

2. тому, тож

e.g. *Please let us know if you are planning to come,*

*so that we can plan accordingly.* /1/

*Accordingly, priority has been given to two major areas.* /2/

**according to**

prep. згідно (з); відповідно до; за словами

e.g. *According to Stephen Krashen, there are two independent systems of second language performance: the acquired and the learned system.*

✓ **Fill in the blanks.**

1. We need flexibility for the \_\_\_\_\_ of the workforce.  
a. demographics    b. demography    c. demographically    d. demographical
2. Adverse \_\_\_\_\_ and declining labour-supply growth in most advanced economies are undeniably important.  
a. demography    b. demographics    c. demographically    d. demographical
3. "In \_\_\_\_\_, for example," explains the dean, "it is not just about learning the basic facts."  
a. demographically    b. demographics    c. demography    d. demographical
4. What makes top people in sport, business and \_\_\_\_\_ successful?  
a. politics    b. policy    c. political    d. politically
5. Current market conditions are dictating environmental and energy \_\_\_\_\_.  
a. politics    b. politically    c. political    d. policy
6. Our faculty and student \_\_\_\_\_ is unique in its composition.  
a. and population    b. populous    c. population    d. populations
7. The leaders' debate was a reflection of the current face of Britain's \_\_\_\_\_.  
a. political and populational    b. policy and populational  
c. politics and populace    d. policy and populationist
8. Everyone accepts these programmes/programs were not \_\_\_\_\_.  
a. effect    b. effects    c. effective    d. effectively
9. I think she was the most practical, \_\_\_\_\_ and organized person I have known.  
a. efficient    b. efficiently    c. efficiently-run    d. and efficient

10. In his book, The \_\_\_\_\_ Executive, Peter Drucker stated that “\_\_\_\_\_ is doing things right, \_\_\_\_\_ is doing the right thing.”
- effective                      efficiency                      effectiveness
  - Effective                      efficient                      effectiveness
  - effective                      efficiency                      effective
  - Effective                      efficiency                      effectiveness
11. Additional treaties and protocols on scientific and \_\_\_\_\_ cooperation were signed last year.
- technical              b. technology              c. technique              d. technological
12. Science and \_\_\_\_\_ are neutral.
- technical              b. technology              c. technique              d. technological
13. We have tried to keep \_\_\_\_\_ to a minimum.
- technicalities      b. techniques              c. technological      d. technical
14. Who is **in charge of/responsible for** \_\_\_\_\_ assistance?  
*відповідальний за*
- training and technologists                      b. training and technical
  - training and techniques                      d. training and technique
15. What is your \_\_\_\_\_ area?
- to research                      b. researching                      c. research                      d. researchers
16. But most important of all, improving your \_\_\_\_\_ makes you more efficient.
- technique                      b. technical                      c. hi-tech                      d. technological
17. This paper could be considered a first step in \_\_\_\_\_ on a field of study not yet well explored.
- a stream of research              b. stream of research      c. researchers              d. research

18. This \_\_\_\_\_ focuses on the analysis of the symbolic aspects of social interactions.  
 a. lines of research      b. a line of research    c. line of research    d. researchers
19. \_\_\_\_\_ research and development is the **prerequisite** for superior products.  
*передумова*
- a. comprehensive and efficient      b. Comprehensive and efficiency  
 b. Comprehensive and efficient      d. comprehensive and efficiency
19. We all need **to realize** this and start acting \_\_\_\_\_.  
*усвідомлювати*
- a. accords      b. according to      c. accord      d. accordingly
20. \_\_\_\_\_ research and development are of paramount importance.  
 a. Accordingly      b. Accordingly,      c. accordingly,      d. According to
21. Updated information is always \_\_\_\_\_.  
 a. at your disposal      b. to dispose of      c. disposal      d. your disposal

### **Answer Key**

1. We need flexibility for the **demographics** of the workforce.
2. Adverse **demographics** and declining labour-supply growth in most advanced economies are undeniably important.
3. "In **demography**, for example," explains the dean, "it is not just about learning the basic facts."
4. What makes top people in sport, business and **politics** successful?
5. Current market conditions are dictating environmental and energy **policy**.
6. Our faculty and student **population** is unique in its composition.
7. The leaders' debate was a reflection of the current face of Britain's **politics and populace**.
8. Everyone accepts these programmes/programs were not **effective**.
9. I think she was the most practical, **efficient** and organized person I have known.
10. But most important of all, improving your technique makes you more **efficient**.

11. In his book, **The Effective Executive**, Peter Drucker stated that “**efficiency** is doing things right, **effectiveness** is doing the right thing.”
12. Additional treaties and protocols on scientific and **technological** cooperation were signed last year.
13. Science and **technology** are neutral.
14. We have tried to keep **technicalities** to a minimum.
15. Who is in charge of/responsible for **training and technical assistance**?
16. But most important of all, improving your **technique** makes you more efficient.
17. What is your **research** area?
18. This paper could be considered a first step in **a stream of research** on a field of study not yet well explored.
19. This **line of research** focuses on the analysis of the symbolic aspects of social interactions.
20. **Comprehensive and efficient** research and development is the *prerequisite* for superior products.
21. Accordingly, **research and development** are of paramount importance.
22. Updated information is always **at your disposal**.

## More Tricky Words and Phrases...

### to deal with

- **to address / to touch upon / to be concerned with/to be about / to have to do (with)**

*торкатися; стосуватися; бути дотичним (до); мати справу (і)з, розглядати*

**NOTE: when it comes to...** *щодо / коли справа стосується*

**to refer to** *зупинятися на / розглядати*

- **to zoom in on / to concentrate on** *зосереджуватися на*
- **to delve into / to dive into** *заглибитися / зануритися / поринути у*
- **\*to figure out (Informal) / to take (adequate) steps/measures**

*вживати заходів (для вирішення проблеми); розв'язувати питання/проблему*

- **to cope with / to handle** *упоратися (і)з*

**\*to make a deal** укласти угоду, домовитися

**\*a square deal** чесна угода; взаємовигідна угода

**\*Deal with it.** (Informal) Ну, що ж зробиш; змиріться з цим.

**\*Big deal!** / **So what!** (Informal) Подумаєш! Велика справа!

**pretty**

**= nice-looking** pretty face

**= very** дуже pretty good pretty bad

**pretty = quite = rather = fairly** доволі pretty well pretty awesome

COMPARE: **rather than / instead of / in place of** а не; аніж; замість

Hopefully sooner rather than later.

**pretty much** в принципі, We can **pretty much** do that.

**fairly** доволі pretty much plausible правдоподібний, вірогідний

**pretty much everyone / all of us / every...** майже кожен **pretty much all of us**



## Logical Connectors

### *reason, cause*

**thanks to / due to / owing to / because of / \*on account of / \*out of**

*завдяки; через; з причини*

**for / because / since / in that / that is why** *тому, що; позаяк; бо*

*Forgive me **for** I don't know what I was saying.*

### COMPARE:

**for** *протягом (певного часу)/вже* **for many years/for many a year**

*протягом багатьох років / вже чимало років / роками*

**\*for many years to come** *на довгі(прийдешні) роки*

**for many / for many people / for many individuals** *для багатьох (людей)*

### *purpose, aim, objective* *мета, ціль*

**for ...to** *(за)для/аби*

*I explain it **for** you **to** understand.*

**for the purpose of / with the aim of / \*to this end** *(за)для/аби / з метою*

**to / in order to / in order that**

**EDITING TIPS:** ~~in order to~~ **for the purpose of**

**for the sake of / in behalf of** *заради*

**lest** *аби не / щоб не*

**so that / so (Informal)** *щоб / аби*

*I work hard **so (that)** I can enjoy life.*

### **MORE ON "SO" VS. "SO THAT"**

[https://www.youtube.com/watch?v=lv8dQNFqcB4&ab\\_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid](https://www.youtube.com/watch?v=lv8dQNFqcB4&ab_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid)

#### **The many faces of **so****

- так; такий; така; таке; такі; як; який; яка; яке; які /1/;
- тому; тож; з цієї причини, позаяк /2/;
- (о)так (:); таким чином (:), у такий спосіб (:)/3/

Everything was **so** amazing! /1/

**very / ever so**

I was late, **so** I missed the class. /2/

**therefore; consequently**

Do it **so**. /3/

**thus:**

Not really, but if you think **so**... /3/

**\*and so on/and so forth** тощо

**\*so be it = \*let it be (so)** нехай буде так

**\*so do I/\*I do, too; \*so did I; \*so am I /\*so was I; \*so have I /\*so had I = \*me, too**  
(Informal)

**\*so is/are/was/were ...//**

**\*so do/does/did ...// \*so has/have/had ...**

**= \*the same is/was true for ...**

**\*so far – \*as yet** все ще

**\*so far(,) so good** поки що все гаразд

**\*(even) more so** особливо; а надто;

**\*not so** не дуже; не зовсім, необов'язково

**not very / not quite / not really /**

**not necessarily**

**IMPLICATION: polite NO**

**MORE on softening negation:**

[https://www.youtube.com/watch?v=HanXaN2ATGo&t=3s&ab\\_channel=Indeed](https://www.youtube.com/watch?v=HanXaN2ATGo&t=3s&ab_channel=Indeed)

**\*or so – approximately / roughly / about** (про кількість)

**\*so-so (Informal) = mediocre**, посередній, не найкращий

**\*so to speak/say** сказати б; так би мовити,

**\*so what! (Informal)** (ну,) то й що; хіба це важливо?

**\*So long! = \*Good( )bye! /\*Good-bye!** Бувайте!

## Exemplifying and Conveying Additional Information

### COMPARE:

**As such,      such a /an      such as**

**As such**, = *per se (Latin); intrinsically* по суті; само по собі; у такому випадку/вигляді;  
у такій якості

**As such**, it was innovative. BrE /'ɪn.ə.və.tɪv/ AmE /'ɪn.ə.'veɪ.tɪv/

qualitative BrE /'kwɒl.ɪ.tə.tɪv/ AmE /'kwɑː.lə.'teɪ.tɪv/

quantitative BrE /'kwɒn.tɪ.tə.tɪv/ AmE /'kwɑːn.tə.'teɪ.tɪv/

**such a/an** такий, така, таке, такі

It's **such a** privilege. Це така честь. (привілей)

**such as** / **things such as** / **for example**, / **for instance**, / **like** / **e.g.**, наприклад, / такі як

Think about household appliances **such as** iron. iron /BrE/aɪən/ AmE /aɪrən/

**a case in point** яскравий/наочний приклад, свідчення

**An example? Take... / Here are some examples: / As an example we can take...**

**(let's consider) the following example** (розглянемо) такий приклад

**to illustrate / to illustrate this**, ... для ілюстрації(,)

**, to name a few** щоб/аби назвати (де)кілька

**etc. / etc // and so on / and so forth / and so on, and so forth** і так далі /тощо

**the list goes on / the list goes on and on** список можна продовжувати (і далі)

**and / also / and also / plus / in addition / additionally / as well / too**

а також; на додачу,

**another** ще один (одна)

**further / furthermore** до того ж,

**moreover, / what is more**, більше того; на додачу,

**not only... but also...** не лише..., а й...

**both... and... / ... alike** як..., так і... *both A and B*

**Both** students **and** educators value academic freedom.

Students and educators **alike** value academic freedom.

**neither... nor** (a)ні ... (a)ні... MEANING: *not A and not B*

**either... or** або... або... MEANING: *A or B*

**to say nothing of / not to mention** не кажучи вже про

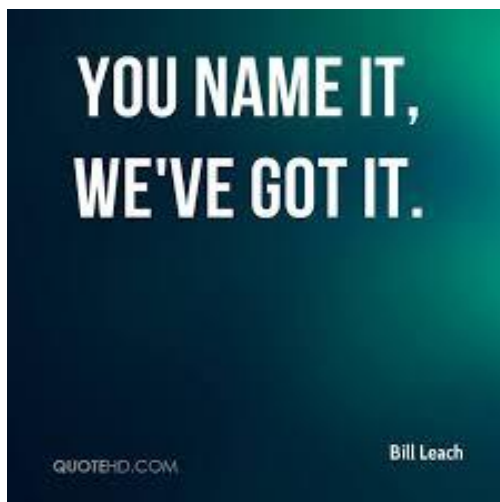
**last but not least** (і) не в останню чергу; і, що не менш важливо,

**et al.** (Latin) та ін.

\* **..., you name it** (used to refer to an exhaustive list of things)

все, що душа забажає / тощо / список можна продовжувати (і далі)

The store has it all: clothes, shoes, accessories, **you name it**.



**yes, and...**

The phrase **yes... and** comes from improvisational theater.

In fact, yes,... and is a **pillar** of improv. (*improvisation*)

опора, опертя

COMPARE:

to improve /ɪmˈpruːv/ VS. improv=improvisation

BrE /,ɪmprəvaɪˈzeɪʃən AmE /,ɪmprəvɪˈzeɪʃən/ to improvise /ˈɪmprəvaɪz/

<https://www.gsb.stanford.edu/insights/class-takeaways-spontaneous-management>

The first rule of improvisation is “agree” and say “yes”. The second rule of improvisation is say “and”. You are supposed to agree and then add something of your own. Always make sure you’re adding something to the discussion.



The **“yes, and” approach** is a powerful rhetorical technique **in academic discourse**. It involves affirming an existing idea (“yes”) and building on it with additional evidence, analysis, or perspectives (“and”). This approach helps to engage with existing literature constructively while adding value through your unique contributions.

**Example (combining multiple perspectives):**

“Johnson (2019) highlights the role of teacher training in improving educational outcomes. **Yes, and** as noted by Green (2022), integrating digital tools in the classroom further enhances these outcomes by fostering interactive learning environments.”

**Example (addressing limitations in research):**

“Prior studies suggest that early childhood education improves cognitive development (White, 2018). **Yes, and** while these studies focus on cognitive outcomes, recent research has started exploring its impact on emotional and social development (Black, 2021).”

**concession, contrast & comparison**

*поступка і протиставлення*

*MIND: they often **signal the main idea***

**despite / in spite of / regardless of** *попри, незважаючи на*

**no matter ...** *незважаючи на ...*

**no matter what** *що б не сталося*

**though / although / even though / albeit** *хоча*

**unless** *якщо не*

**while / whereas** *хоча*

**(and) yet** *і все ж*

**VS / vs versus** *на противагу*

**rather than / instead of / in place of / instead,** *а не; аніж; замість а не*

**(or) rather,** *радініше, скоріш*

**but / however / yet (conversely)** *але; а проте; однак/одначе*

**however** /,haʊ'ev.ər/ *pronounce it like two words: how\_ever*

**yes, (...) but... / of course, ... but ... /** *так, ... але...*

**on the other hand / alternatively** з іншого боку,

**on the contrary, / otherwise** інакше, навпаки; в іншому випадку

**still, / even so, / after all,** і все ж; втім,

**at the same time,** водночас

**It should be noted, however,** ... водночас слід зауважити / зазначити

**nevertheless / nonetheless** тим не менш

**the truth is,** насправді; правда в тому, що...

**(as) it turns out,** як виявляється,; як виявилось,

**unfortunately / unhappily / alas** на жаль,

**compare / Cf. (Latin)** порівняйте    **let's/let us compare** порівняймо

**compared to/with // by comparison,** порівняно із / проти

**more / less +adjective /-er than...** більш / менш (аніж)

**unlike** на відміну (від)

**like / just like / akin to** подібно до

**similarly, / likewise, / in the same way / in this vein / \*by the same token**

аналогічно,

### **IMPORTANT TIPS FOR AVOIDING PLAGIARISM**

- **When combining multiple sources (coparing and combining them).**
- use connectors like “while,” “similarly,” “in contrast” etc. to integrate sources
- provide citations for each source

#### **Example 1:**

“Study A found a positive correlation between exercise and mood.”

“Study B found no significant relationship between exercise and mood.”

**Plagiarized:** “~~One study showed exercise improves mood, while another study found no link between exercise and mood.~~”

#### **Non-Plagiarized:**

“**While** Study A demonstrated a positive association between exercise and mood (**Smith & Jones, 2022**), Study B failed to find a significant relationship between these variables (**Lee & Chen, 2023**), suggesting that the impact of exercise on mood may be nuanced and influenced by various factors.”

### Example 2:

**Smith (2023)** emphasizes the transformative role of the internet in global communication, **while Brown (2021)** highlights its impact on education accessibility. **Together, these perspectives** demonstrate the multifaceted influence of digital technologies.

➤ When adding your own analysis

- add your perspective or critical analysis to avoid relying solely on the source
- use connectors like “however,” “while,” “whereas,” “although,” “in contrast,” “not only... but also,” “because,” “because of,” “due to,” “therefore,” “consequently,” “as a result” etc.

### Example 3:

“Urbanization leads to habitat loss, which negatively impacts wildlife populations.”

**While** urbanization indeed reduces habitats and harms wildlife, the introduction of green infrastructure could mitigate these effects **(Green, 2019)**.

### Example 4:

“The transition to electric vehicles (EVs) is critical for reducing greenhouse gas emissions. However, challenges such as infrastructure development, battery recycling, and cost remain significant barriers to widespread adoption.”

**Although** transitioning to electric vehicles is vital for cutting emissions, challenges like infrastructure, recycling, and affordability still hinder their adoption **(Clark, 2023)**.

### Example 5:

“5G technology increases data speeds exponentially” (Smith, 2019).

“5G networks enhance user experiences in real-time applications” (Jones, 2020).

**Smith (2019) and Jones (2020) agree** that 5G technology **not only** boosts data speeds **but also** significantly improves real-time application performance.

### Example 6:

“Deforestation contributes to climate change by reducing the number of trees available to absorb carbon dioxide from the atmosphere.”

Deforestation accelerates climate change **because** it decreases the number of trees that can absorb carbon dioxide **(Smith, 2021)**.

## **results & summarizing**

**result(s) / findings / consequences / effect (s) / outcome(s) /**

**implications**

*MIND* one more meaning of the word “**implication(s)**” – підтекст, натяк

**upshot / corollary** результат(и), / наслідок (наслідки)

**repercussion(s)** відлуння (наслідки)

**aftermath** (негативні наслідки)

**preliminary results** попередні результати

**the net result** кінцевий результат

**plausible result** правдоподібний, вірогідний

With e-mail, months or years no longer pass between a researcher's completion of experiments, and **the dissemination of results.**

*to disseminate = to spread*

Anytime there is rush, there is less time **to contemplate the results.**

*to think about something deeply*

**so / thus / hence / therefore / consequently, / ergo (Latin)**

*тож / звідси впливає,*

**as a result** в результаті

**the resulting** отриманий/отримана/отримане/отримані (в результаті)

**to result in / to cause / to spur / to necessitate /**

**to be responsible for** спричиняти / спричинятися (до)

*приводити (до) ; призводити (до негативних наслідків)*

**\*to no effect** (на)марно; даремно

**\*to result in no success** невдало; без успіху

The experiment **resulted in** no success.

**in summary, / in sum, / to sum up /**

**in conclusion / to conclude, / it could be concluded (that)**

*підсумовуючи, у підсумку,*

**in brief, / briefly, / in a word, / in a nutshell (Informal)** коротко кажучи,

**all in all / overall, / on the whole, / in toto,** в цілому,

### **IMPORTANT TIPS FOR AVOIDING PLAGIARISM**

➤ **Summarize key points** concisely in your own words and cite the source. This works well for condensing lengthy information.

#### **Example 1:**

“Artificial Intelligence has applications **ranging from** healthcare diagnostics **to** autonomous driving, each requiring highly specialized algorithms and robust data processing capabilities.”

Artificial Intelligence **spans** diverse applications like healthcare and autonomous vehicles, requiring specialized algorithms **(Brown, 2021)**.

➤ **Always credit the original author** when using their **ideas, even when paraphrasing.**

➤ **Provide a reference for the source of the data or figure.**

When **reporting results** USE linguistic devices (words and phrases) like:

- ✓ **According to** [Author] (Year)...
- ✓ [Author] (Year) **argues/explains/highlights/notes** that...
- ✓ **Recent research by** [Author] (Year) **suggests...**
- ✓ **This finding supports the argument** that...
- ✓ **Research suggests** that... / **in recent studies** ...

#### **Example 2:**

**According to Smith (2020)**, data compression algorithms are designed to enhance storage efficiency by minimizing file sizes without compromising quality.

#### **Example 3:**

**As highlighted by Johnson (2021)**, “the essence of modern communication lies in its ability to bridge geographical distances” **(p. 45)**.

#### **Example 4:**

The impact of fiber optics on reducing network latency is evident **in recent studies (see Figure 2, adapted from Davis, 2022)**.

## *rephrasing / restating/ clarification*

or/ in other words, / put differently, / to put it differently, / to put it another way /

putting it another way, іншими словами,

also known as / a.k.a. / otherwise known as також відомий (відома, відоме, відомі) як

in simple terms, простіше кажучи,

that is, / i.e. (Latin) тобто/ себто

namely, / viz. (Latin) / specifically, / that is to say а саме: / а саме;; зокрема(,)

, which means ..., що означає ...

### **IMPORTANT TIPS FOR AVOIDING PLAGIARISM**

- use connectors like “in other words”, “to put it differently,” “namely”, “that is” etc.
- provide **citations** for each source

#### **Example 1:**

“Biodiversity loss is a pressing concern due to habitat destruction, pollution, and climate change.”

Biodiversity loss, caused by factors like habitat destruction, pollution, and climate change, represents a critical issue. **In other words**, the survival of countless species is at risk due to human-induced environmental changes **(Smith, 2023)**.

#### **Example 2:**

“Telecommunications technology has revolutionized global connectivity by enabling instant communication across continents.”

Global connectivity has been transformed/reshaped by advancements in telecommunications, **which means** allowing for real-time communication worldwide. **(Jones, 2025)**.

### ***Translation challenge***

1. I'm **pretty** conservative **when it comes to** language.

2. Picture 2 shows **the results of such** influence.

*На Рис. 2 показано*

Table 1 (**adapted from Johnson, 2020**) **illustrates**

*У таблиці проілюстровано*

the correlation between renewable energy use and CO2 reduction in various regions.

3. The end of the month is near, **which means** bills need to be paid.

4. I think I can **deal with** this matter.

5. There are other sources of support, **namely**, institutional aid and private grants.

6. Reliable demographics assist researchers in understanding societal changes and their **implications**.

7. It **deals with** motives and expectations.

8. No one can fully explain it, **although** many have tried.

9. Avoid contact with them **unless** it is extremely necessary.

10. **Yes, but** all the accounts should contain the same personal data.

11. **Yes, and** high society will often ignore it.

12. Some banks are testing their systems **to deal with the possibility of** new currencies and preparing guidance for clients on how to operate in **such an** environment.

13. It was too important **for us to get a result**.

14. **So deal with it**.

15. How many times have we **made the same deal with** them?

16. Hopefully we can get a **pretty much plausible result**.

17. **Pretty much everyone** wants to stay young and healthy forever.

18. There are **quite a few** people in the world who would be grateful for **such a** privilege.

19. I've read **many a book** that **deals with** such systems only.

20. **Similarly**, this platform can make it considerably easier to work around stations.

21. And, **lest** we forget, there is never a second chance to make a good first impression!

**Neither** in business **nor** in private life.

22. They prefer to buy natural **rather than** synthetic materials for **sustainability**.

1. **sustainability** – сталість, стабільність, життєздатність: стан системи (екологічної, економічної чи соціальної), що задовольняє потреби **без завдання шкоди для довкілля**

2. **sustainable = eco-friendly = environment(al) friendly**  
**eco-efficient = not environmentally harmful**  
екологічно чистий, нешкідливий для довкілля

*See also: Крамар Наталія. Термінологія зміни клімату: англо-український словник. Київ: ТОВ «ЕДЕЛЬВЕЙС», 2025*

23. It worked well **for many** students, **which means** more resources at their disposal.

24. **Quite a few** careers require strong mathematics abilities, **such as** architecture and finance.

25. **As such**, it is a clear, realistic, and **achievable goal**.

*досяжна мета*

26. New evidence could fuel this debate **for many a year**.

27. I plan to keep doing it **for many years to come**.

28. **For instance, as a result of** this data, information may be displayed on the site that is tailored to your interests.

29. Her innovative approach to education is **a case in point** for modern teaching methods.

30. **As an example we can take** doctoral programs'/programmes' **curricula**.

31. **For example, as a result of** national craft fairs, many artists now distribute their works across the country. (*The New York Times*)

32. Sometimes words can be coined as shortened forms of words. **An example? Take** the word "rizz". Etymologically, the word is believed to be a shortened form of the word "charisma", taken from the middle part of the word, which is **pretty** unusual word formation pattern (another **example** is "fridge," from "refrigerator").

33. The telescope can detect a wide range of celestial objects: stars, planets, galaxies, **you name it**.

34. Several factors can influence the outcome of the experiment, **like** temperature, humidity, and light intensity. **To illustrate this**, the author provided a series of case studies.

35. The researchers are investigating the effects of climate change on various ecosystems: forests, oceans, coral reefs, **you name it**.

36. **To illustrate this**, let's consider the following **example**.

37. And, **lest** you forget, be careful.

38. **To this end**, this article presents a comprehensive literature survey on such applications.
39. The **aim** is to find a balance between the use of resources, rate of production and quality of the goods being produced.
40. The **effects** of globalization are manifold.
41. The **corollary** of his careless remarks was an unexpected backlash from viewers.
42. **The truth is**, only he can make these changes.
43. **Despite** the challenges, the **upshot** was a successful launch of the product.
44. **The result:** email quickly became a key means of communication among Arpanet users.
45. It is argued that approximately 90,000 new terms (and new meanings of old terms) have been added to dictionaries **as a result** of the cultural, technological, and economic **upheavals** of the twentieth century.  
*потрясіння, перевороту*
46. **Compare** WYSIWYG (“what you see is what you get”) and of YDKEWYGUYGI (“you don't know exactly what you get until you get it”), trying things without knowing what the **results** will be.
47. **One of the findings** is the **actual** composition of the population.  
*фактичний*
48. **The resulting** network is stable, reliable, and open.
49. A **corollary** to the success of the project was increased investment from stakeholders.
50. The **repercussions** were felt around the globe.
51. **It seems** the **repercussions** of those events produce unpredictable outcomes.  
*очевидно,/вочевидь,*
52. Their innovation was **stymied due to** strict regulations.  
*стиму зайти в глухий кут, бути (при)зупиненим, бути спантеличеним*
53. Increasingly, **though**, I question the usefulness of such **dissemination**.
54. **But the truth is**, no one knows the real numbers.
55. They reported on the **implications** of large-scale mergers and acquisitions worldwide.
56. This question is **more difficult/challenging compared** to the previous one.  
The final question is **easier than** the first one.
57. This year's technological **milestones** could determine long-term **outcomes**.  
*віхи, рубежі*
58. **In brief**, anyone will be able to access this data when the satellite is fully operational.
59. **The list goes on and on...**

### **Pronunciation Challenge**

area /'er.i.ə/ value valuable

colleague /'kɒl.i:g/ **c**omment contact **c**ontext **c**ontent **p**eriod access **p**rocessing  
**s**ubtle /'sʌt.əl/ subtleties *нюансы*

comfortable /'kʌm.fə.tə.bəl/ company /'kʌm.pə.ni/ allow ton

care**er** /kə'ri(ə)r/ VS. carrier /'kær.i.ə(r)/

**v**egetable /'vedʒ.tə.bəl/

**m**aintenance /'meɪn.t(ə)n.əns/

business /'biz.nɪs/

examine /ɪg'zæm.ɪn/ determine /dɪ'tɜ:.mɪn/

expert**i**se /,ek.spɜ:'ti:z/ hotel Nobel

dr**i**ven /'drɪv.(ə)n/ g**i**ven /'gɪv.(ə)n/ wr**i**tten /'rɪt.(ə)n/ handw**r**itten

say /seɪ/ VS. says /sez/ said /sed/

key /ki:/ cue /kju:/

**s**ign /saɪn/ **s**ignature /'sɪɡ.nə.tʃə(r)/

un**i**que /ju:'ni:k/

techn**i**que /tek'ni:k/

ub**i**quitous /ju:'bɪk.wɪ.təs/ *повсюду*

**a**nswer *BrE* /'ɑ:n.sər/ *AmE* /'æn.sər/

quest**i**on /'kwes.tʃən/

sugg**e**stion /sə'dʒestʃən/

proced**u**re /prə'si:.dʒə/

**e**ngine /'en.dʒɪn/

reg**i**on /'ri:.dʒ(ə)n/

major /'meɪ.dʒə/

plag**i**arism /'pleɪ.dʒər.ɪ.zəm/

gest**u**re /'dʒes.tʃə/

exagg**e**ration /ɪg,zædʒ.ə'reɪ.(ə)n/

homog**e**neous /,hɒm.ə'dʒi:.ni.əs/

j**o**urnal /'dʒɜ:.nəl/

traject**o**ry /trə'dʒek.t(ə)r.i/

/æ/ nat**i**onal /'næf.(ə)n.(ə)l/ nat**u**ral /'nætʃ.rəl/

/eɪ/ nat**i**on /'neɪ.(ə)n/ nat**u**re /'neɪ.tʃə(r)/ anc**i**ent /'eɪn.fnt/

IEEE /aɪ 'tri:p.əl i:/,  
 Adobe /ə'dəʊ.bi/,  
 Asia /'eɪ.ʒə/, Malasia,  
 Cambridge /'keɪm.brɪdʒ/, David /'deɪ.vɪd/,  
 the Alps /ælpz/,  
 Greenwich /,ɡren.ɪtʃ/,  
 Hugh /hju:/,  
 Teresa=Theresa /tə'ri:zə/, the Thames /temz/;  
 Richard Feynman /'rɪfəd 'faɪnmən/,  
 Albert Einstein /'ælbət 'aɪnstam/,  
 Robert Oppenheimer /'ɒpənhaɪmə/, Barbra Streisand /'bɑ:brə 'straɪzənd/,  
 Sherlock Holmes /'ʃɜ:lɒk həʊmz/,  
 Isaac Newton /'aɪzək 'nju:tən/,  
 Sean /ʃə:n/,  
 van Gogh /væn 'ɡɒf/,  
 Bernard Shaw /'bɜ:nəd ʃə:/,  
 Lincoln /'lɪŋkən/, Malcolm /'mælkəm/, McDonald /mæk'dɒnəld/,  
 Malta BrE /'mɔ:l.tə/ AmE /'ma:l.tə/,  
 Montreal /mɒn.tri'ɔ:l/,  
 Ottawa /'ɒt.ə.wə/ or /'ɑ:ʃə.wə/ (*mind flap T in American English*),  
 Washington D.C. BrE /,wɒʃ.ɪŋ.tən di:'si:/ AmE /,wɑ:ʃɪŋ.tən di:'si:/  
 Tucson /'tu:sən/, Arkansas BrE /'ɑ:kən.sɔ:/ AmE /'ɑ:r.kən.sɑ:/, Illinois /,ɪl.rɪ'nɔɪ/,  
 Monaco, Florida,  
 New Jersey /nju: 'dʒɜ:zi/,  
 Missouri /mɪ'zɔ:ri/, Desmond /dezmənd/,  
 Louisville /'lu:ɪvɪl/,  
 Albania /æl'beɪ.ni.ə/,  
 Croatia /krəʊ'eɪ.ʃə/,  
 Cyprus /'saɪ.prəs/,  
 Czech Republic /,tʃek rɪ'pʌblɪk/,  
 (the) Netherlands /'neð.ʃ.ləndz/,  
 Nova Scotia /,nəʊ.və 'skəʊ.ʃə/,  
 Baltic /'bɔ:l.tɪk/,  
 Niagara Falls /naɪ'æɡ.ər.ə fɔlz/,  
 the Nobel Prize, Cornell University,  
 New Haven /nju: 'heɪvən/ (VS. heaven /'hev.(ə)n/),  
 Connecticut /kə'net.ɪ.kət/ (*mind flap T in American English*),  
 Leicester /'les.tə/, Worcestershire /,wʊs.tə.ʃə/

### **Soft Skills:**

### **Workplace Culture**

<https://www.gsb.stanford.edu/insights/class-takeaways-how-lead-through-workplace-culture>

## ASSIGNMENT

### Revise Logical Connectors

See Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, pp. pp. 53-61, 89-98, 321-329 p. 329 one page table

<https://olgailchenkoauthor.wordpress.com/>

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/logical-connectors\\_329\\_all-on-one-page.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/logical-connectors_329_all-on-one-page.pdf)



***The many faces of ; however, / . However(,)***

***(MIND the pronunciation, and the punctuation!)***

however /,haʊ'ev.ər/ pronounce it like two words: how\_ever

#### however

- але; однак; одначе; а втім; (а) проте; а все-таки; на противагу; навпаки; натомість /1/
- не важливо, наскільки = **no matter how** /2/

However, this is just part of the solution, albeit a very important part. /1/  
They are more durable; however, the price is higher. /1/

However tired we may be, we must do it. /2/

✓ ***A Short Quiz on Logical Connectors. Fill in the blanks.***

1. A range of values, \_\_\_\_\_ the varying intensity and phase of light represent continuous quantities rather than discrete states.  
a. such as    b. as such,    c. so    d. though
2. \_\_\_\_\_ the sci-fi connotation of the word teleportation, there's nothing mystical or other-worldly about it.  
a. Also,    b. Despite    c. Whereas    d. However,
3. " \_\_\_\_\_ the other quantum network projects place emphasis on connecting multiple fiber segments to extend the communication link, our test-bed focuses on ways to generate quantum entanglement that is robust, efficient, and scalable," says David Awschalom, a professor in spintronics and quantum information at the University of Chicago. (*IEEE Spectrum*).  
a. Due to    b. Additionally,    c. While    d. In order to
4. It was an important time to start investigating it \_\_\_\_\_ this technology would be able to be deployed on a large scale.  
a. regardless of    b. finally    c. owing to    d. so that
5. Science ***thrives*** on data.  
*процвітати, квітнути*  
\_\_\_\_\_ the emergence of the Internet of Things (IoT) brought about a fantastic revolution. Billions of "intelligent objects" packed with sensors are connected to each other and to servers, capturing and exchanging, in real time, \_\_\_\_\_ data.  
a. As such,    huge amounts of    b. Furthermore,    not much  
b. First,    last but not least    d. As such,    huge amounts
6. This research \_\_\_\_\_ solutions achieving levels of reliability and performance previously not possible.  
a. unless    b. resulted in    c. because of    d. thanks to

7. It doesn't want to be just one more component in our already too fragmented knowledge. \_\_\_\_\_ it wants to unite all the components.  
 a. Unfortunately,      b. To sum up,    c. On the contrary,    d. Similarly,
8. Most quantum computers are measured in terms of qubits, \_\_\_\_\_ quantum bits.  
 a. so                      b. such                      c. or so                      d. or
9. There was an immediate \_\_\_\_\_ we spent the following week answering a flood of inquiries.  
 a. effect                      b. effect:                      c. results                      d. repercussions
10. We must understand it today, \_\_\_\_\_ it may be too late tomorrow.  
 a. because of                      b. because    c. due to                      d. thanks to
11. The modern internet-connected world is often described as wired, \_\_\_\_\_ most core network data traffic is actually carried by optical fiber — not electric wires. \_\_\_\_\_ this, existing infrastructure \_\_\_\_\_ relies on many electrical signal processing components embedded inside fiber optic networks. (<https://spectrum.ieee.org/epfl-silicon-photonics>)  
 a. but              Despite              still  
 b. also              Despite              or  
 c. despite    But                      also  
 d. such as    On spite of    not only
12. \_\_\_\_\_ this book is an extremely valuable reference source for any researcher or practitioner, be it an expert or a newcomer. \_\_\_\_\_ undeniable strength of the volume is its cohesion. Maintaining it throughout such a large and comprehensive publication is a challenge, and an impressive job has been done by the editors to ensure a consistent structure and a complementary scope of all the contributions. This has been additionally reinforced by cross-referencing between the chapters. All these strategies help to maintain high consistency within this publication \_\_\_\_\_ its impressive size and scope. (*Malgorzata Kurek*)  
 a. In sum,                      The other                      thanks to  
 b. Finally,                      Other                      due to  
 c. On the one hand,    Unlike                      because of  
 d. Overall,                      Another                      despite

### **Answer Key**

1. A range of values, **such as** the varying intensity and phase of light represent continuous quantities rather than discrete states.
2. **Despite** the sci-fi connotation of the word teleportation, there's nothing mystical or other-worldly about it.
3. **"While** the other quantum network projects place emphasis on connecting multiple fiber segments to extend the communication link, our test-bed focuses on ways to generate quantum entanglement that is robust, efficient, and scalable," says David Awschalom, a professor in spintronics and quantum information at the University of Chicago. (*IEEE Spectrum*).
4. It was an important time to start investigating it **so that** this technology would be able to be deployed on a large scale.
5. Science thrives on data. **As such**, the emergence of the Internet of Things (IoT) brought about a fantastic revolution. Billions of "intelligent objects" packed with sensors are connected to each other and to servers, capturing and exchanging, in real time, **huge amounts** of data.
6. This research **resulted in** solutions achieving levels of reliability and performance previously not possible.
7. It doesn't want to be just one more component in our already too fragmented knowledge. **On the contrary**, it wants to unite all the components.
8. Most quantum computers are measured in terms of qubits, **or** quantum bits.
9. There was an immediate **effect**: we spent the following week answering a flood of inquiries.
10. We must understand it today, **because** it may be too late tomorrow.
11. The modern internet-connected world is often described as wired, **but** most core network data traffic is actually carried by optical fiber — not electric wires. **Despite** this, existing infrastructure **still** relies on many electrical signal processing components embedded inside fiber optic networks. (<https://spectrum.ieee.org/epfl-silicon-photonics>)

**Overall**, this book is an extremely valuable reference source for any researcher or practitioner, be it an expert or a newcomer. **Another** undeniable strength of the volume is its cohesion. Maintaining it throughout such a large and comprehensive publication is a challenge, and an impressive job has been done by the editors to ensure a consistent structure and a complementary scope of all the contributions. This has been additionally reinforced by cross-referencing between the chapters. All these strategies help to maintain high consistency within this publication **despite** its impressive size and scope. (*Malgorzata Kurek*)

## More on (Polite) Negation

**actually,** *насправді,*

**in fact (,);** *власне кажучи,*

**well,** *ну, можна сказати*

**yes...but/however/(al)though...** *так, але/однак/одначе*

**of course, ... but/however/(al)though...; / on the other hand,** *з іншого боку,*

**\*I'm afraid, ...** *я побоююся,*

**frankly speaking,** *чесно кажучи, ...*

**not really / not necessarily / not quite** *не надто; необов'язков; не зовсім / не дуже*

**alas / unfortunately, / unhappily** *на жаль,*

**" ... "** *так званий*

**it is an open question** *відкрите питання*

*a question that cannot be answered with a yes or no but requires a developed answer*

**a jot of truth / not (so) much truth** *йота/дециця правди*

**seemingly / deceptive(ly) / seductively** *нібито, буцімто; оманливо; на перший погляд (такий), що лише видається*

**At first glance/Initially/On the surface** *на перший погляд,*

**Ideally, / In the ideal situation, / Under ideal circumstances /**

**In the ideal (perfect) world, / In the best of all worlds, ...** *В ідеалі, ...,*

**but ... in practice / in the real world / in reality / in actuality**

*але.../ насправді / (але) на практиці*

e.g. Actually, I don't need that.

Many things can affect durability. In fact, it is not possible to identify all the factors that may affect it.

Well, not exactly.

Yes, it works in theory, but not in practice.

Of course, none of these limitations undermines the central argument.

I'm afraid, I can't do that.

I'm afraid, I'm not entirely convinced. *Непереконливо.*

Was it the so-called "problem"? *так звана проблема (насправді не проблема)*

He is living proof that success with the spoken word does not necessarily carry over to writing.

It was a seemingly easy task.

On the surface, it was exactly that.

## ***Both YES and NO***

### ***IMPLICIT and EXPLICIT NEGATION***

See: Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 100-102  
[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

## **Modal Verbs and Their Equivalents**

see:

Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 137-141  
[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)  
WILL & WOULD – p. 147

### ***MODAL VERBS INDICATE***

#### ***can / to be able/unable to***

##### **ability or possibility**

*I **can** speak English.*

*I **was unable** to call you yesterday.*

##### **polite requests**

***Can** I have some water?*

##### **permission**

*You **can** use my phone.*

#### ***can't***

##### **impossibility**

*It's something I **can't** understand.*

## **could**

### **past ability**

*I **could** skate when I was a child.*

### **polite requests**

***Could** you wait?*

***Could** you **possibly** help me out?*

### **possibility**

*This book **can** be somewhere over here.*

### **permission**

*You **could** use my phone.*

### **hypothetical situations**

*They **could** have done it.*

## **may / may well:**

### **(uncertain) probability/possibility**

*I **may** go there.*

### **formal permission or possibility**

*You **may** ask any questions. You **may** leave early.*

### **polite requests**

***May** I talk to Ms. Jones?*

### **hypothetical situations** можливість (припущення) у минулому

*It **may** have already **happened**, I'm not sure.*

## **might / might well / may or may not:**

### **very uncertain probability/possibility**

*I **might** go there.*

### **possibility**

*It **might** rain tomorrow.*

### **hypothetical situations** можливість (припущення) у минулому

*It **might** have already **happened**, I'm not sure.*

## **must / mustn't:**

### **advice**

You **must** watch it! It's awesome!

### **hypothetical situations** можливість (припущення) у минулому

It's cold in here... It **must** be November 1st!

It's cold in here. Someone **must have left** the window open.

### **necessity or strong obligation** необхідність, зобов'язання

You **must** wear a seatbelt.

**you must not/mustn't** = it is (strictly) forbidden

COMPARE: **you don't have to** = it is not required

### **absence of obligation** відсутність зобов'язання

- **Must** I read?
- No, you **mustn't**.

ALSO: бути повинним щось (з)робити

## **to be to**

## **to have to**

## **ought to (negative form: shouldn't)**

## **supposed to**

You    are to                    study.  
      have to  
      ought to  
      are supposed to

## **to be bound to**

He was **bound to** do it, sooner or later.

## **should**

### **suggestion or advice**

You **should** study more.

### **logical conclusion**

It **should** snow.

### **advisable action (unfulfilled)**

You **should have called** him yesterday.

## **Shall/Should**

**formal suggestion/ offer or future intent**

**Shall/Should** we begin? **Shall** I help you?

## **will**

**future intent or certainty** I **will** call you later.

## **would**

**polite requests**

**Would** you help me? **Would** you wait?

**the most polite request**

**Would you mind** wait**ing** outside for just a moment, please?

**wish**

I **would** like to comment it.

**hypothetical situations** можливість (припущення) у минулому

I totally **would have done** the same.

## **you had better**

**suggestion or advice**

You **had better** go, you are pressed for time.

## **would rather / prefer ... (not) to...**

**preference**

I **would rather not** comment it.

## **dare** насмілюватися

**challenge**

Did you **dare** to do it?

## ***Modal Verbs in Reported Speech***

### ***(MORE ON Reported Speech/Sequence of Tenses:***

see Ільченко О. (2024). Англійська для науковців : The Language of Science, p. 237

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

***direct speech:*** "I'll/I will do it tomorrow," she **said**.

***indirect speech:*** She **said** she'd/she would do it the next day.

***direct speech:*** "I hope you will read it tonight," I **said to/ told** them.

***indirect speech:*** I **told** them I **hoped** they **would read** it tonight.

***direct speech:*** "I will inform you of the event well in advance," she **said**.

***indirect speech:*** She **said** she **would have informed** us of the event well in advance.

***direct speech:*** We **could/might** do it later, he **said**.

***indirect speech:*** He **said** (that) we **could/might** do it later.

### **possibility:**

***direct speech:*** "I may do it later," she **said**.

***indirect speech:*** She **said** she **might** do it later.

### **permission:**

***direct speech:*** "You may hand in the assignment **next month**," he **said**.

***indirect speech:*** He **said** we **could** hand in the assignment **the following month**.

**direct speech:** She **said**, "You **must** register to participate in **this** webinar/**these** webinars."

**indirect speech:** She said (that) we **had to** register to participate in **that** webinar/**those** webinars.

**BUT:**

**speculation**

**direct speech:** "It **must be** great to live **here**," she said.

**indirect speech:** She said **it must be** great to live **there**.

**whether (indicating alternative)**

**direct speech:** "I **can't decide** if I **should** go to the party or stay home," he said.

**indirect speech:** He said he **couldn't decide** whether **to go** to the party **or stay** home.

**direct speech:** She **asked**, "**Should** I bring a book or a tablet?"

**indirect speech:** She **asked whether** she **should** bring a book or a tablet.

**whether (indicating uncertainty)**

**direct speech:** He **said**, "I'm **not sure** if I **passed** the exam."

**indirect speech:** He **said** he **wasn't sure whether** he **had passed** the exam.

**if (conditions or hypothetical situations)**

**direct speech:** She **asked** me, "**Will** you revise the grant proposal?"

**indirect speech:** She **asked/wondered if** I **would** revise the grant proposal.

<p>МОЖЛИВІСТЬ: <u>НИНІ ТА У МАЙБУТНЬОМУ</u></p>	<p>МОЖЛИВІСТЬ (ПРИПУЩЕННЯ) <u>У МИНУЛОМУ</u></p>
<p>It <b>might</b> happen. It <b>may</b> happen. It <b>could</b> happen It <b>would</b> happen. It <b>should</b> happen. It <b>will</b> happen.</p>	<p>It <b>must have happened</b> / <b>might have happened</b> / <b>may have happened</b> / <b>could have happened</b>  due to...</p>

### **IMPORTANT TIPS FOR AVOIDING PLAGIARISM**

- Use linguistic devices like “may”, “might”, “potential”, “suggest,” “however”, “although”/“though”, “while” etc. to acknowledge limitations and avoid overgeneralization.

#### **Example:**

“The study concluded that social media use negatively impacts adolescent mental health.”

**Plagiarized:** ~~“The research showed that social media is bad for teenagers' mental health.”~~

#### **Non-plagiarized:**

“The findings of **this** study **suggest** a **potential** negative correlation between social media use and adolescent mental health. **However**, the **study's** reliance on self-reported data **may** limit the generalizability of these findings.”

In academic discourse, **polite communication** typically reflects appreciation, hedges statements (using “would”, “perhaps”, “might” etc.), and acknowledges others’ perspectives. Impolite communication tends to be overly direct and demanding, which can be perceived as rude and disrespectful.

**Politeness** in academic discourse fosters respect, constructive dialogue, and collaboration among scholars, creating an environment where ideas can flourish. It allows for the exchange of diverse perspectives without fear of dismissal or conflict. **Avoiding plagiarism** is equally essential, as it upholds the integrity and credibility of academic work. Properly attributing ideas not only acknowledges the efforts of others but also strengthens one’s own arguments by building upon a foundation of verified knowledge. Together, politeness and originality reflect the ethical standards that are the cornerstone of academic excellence.

## WILL & WOULD

<https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/new-will-and-would.pdf>

WILL		WOULD
I <b>will</b> see you tomorrow. (I'll) Perhaps he <b>will</b> lend me some money.	<i>to talk about the future, about what people want to do, to express a wish</i>	I <b>would like</b> to do more research. I <b>would like</b> to comment it. I'd <b>say</b> that was promising. (I <b>would say</b> )
Don't worry, I'll <b>be</b> careful. I <b>won't</b> tell anyone. ( <b>will not</b> )	<i>to make promises</i>	Perhaps I <b>would</b> reconsider my decision.
Ice <b>will</b> melt at 0°C.	<i>habitual actions</i>	Ice <b>would</b> melt at 0°C.
	<i>to talk about the past (past form of will)</i>	He said he <b>would</b> help you. I thought it <b>would</b> be fine.
The weather forecaster says it <b>will</b> rain.	<i>to talk about weather forecasts</i>	
The phone is ringing. - I'll <b>get</b> it. I'll <b>get</b> the phone. I'll <b>get</b> the door.	<i>to talk about voluntary, spontaneous actions</i>	
	<i>to talk about something that you did often in the past (used to do something)</i>	I <b>would</b> spend hours reading every weekend. ( <b>used to</b> )
	<i>to talk about hypotheses, about tentative possibility</i>	It <b>would</b> happen under certain conditions. Because they <b>would</b> have the same size, it <b>would</b> solve the problem.
<div>✓ <b>requests</b></div> <b>Will</b> you open/close/lock the door, please? <div>✓ <b>suggestions</b></div> <b>Won't</b> it be better for us to do it together?	<i>for politeness</i>	<div>✓ <b>offers</b></div> I <b>would like</b> to help you. <b>Would</b> you like some tea? <div>✓ <b>requests</b></div> <b>Would you mind</b> opening the window, please? <div>✓ <b>suggestions</b></div> He <b>would</b> help you if you <b>asked</b> him. <div>✓ <b>preferences</b></div> I <b>would rather</b> not do it. <div>✓ <b>giving an opinion when you are not sure or when you want to be polite</b></div> I <b>would</b> think that's the case. That was a challenging task, I <b>would</b> imagine. <div>✓ <b>polite refusals</b>. (explicit or implicit)</div> He <b>would not</b> agree. (explicit) They <b>would not</b> lend us the car. (explicit) That <b>would</b> be a stupid waste of money. (implicit)

	<b>in conditionals (subjunctive mood)</b>	
<p><b>If/when you come, I will meet</b> you downstairs.</p> <p>We'll <b>go</b> for a walk <b>unless</b> it rains.</p> <p>He <b>will</b> help you if you ask him.</p>	<p><b>real conditions</b></p> <p><i>reference to the future</i></p>	<p><b>If you study hard, you will pass</b> the test. (<i>chances are high</i>)</p> <p><u>NOTE:</u>  <b>DO NOT use "will"</b>  after "if", "when", "suppose",  "should" (у значенні "у разі",  "якби"/"коли трапиться"),  "unless", "after", as soon as  "before"</p> <p><b>If/When/Should I have</b> enough money,  Якщо/Коли у мене буде вдосталь грошей,  <b>I will/would/can/could/may/might/</b>  <b>am going to / I'd like to/</b>  <b>I'd love to</b> travel.  я мандруватиму / я б (охоче) мандрував</p>
	<p><b>unreal conditions</b></p> <p>➤ <b>present unreal</b></p> <p><i>reference to the present</i></p>	<p>I <b>would</b> give him a call if I <b>could</b> find his number.  I <b>wish</b> he <b>would</b> stop talking.</p> <p><b>If you studied</b> hard, you <b>would</b> pass the test. (<i>BUT you <b>don't</b> study now</i>)</p> <p>I <b>wish</b> she <b>were</b> here.  (<i>BUT she is <b>not</b> here now</i>)  <b>If only</b> she <b>were</b> here. (<i>very emotional</i>)  (<i>BUT she is not here now</i>)  <b>I wish I could but I'm afraid I can't.</b>  Even if he <b>were</b> here, he <b>wouldn't</b> help us. (<i>BUT he is <b>not</b> here anyway</i>)</p>
	<p>➤ <b>past unreal</b></p> <p><i>reference to the past</i></p>	<p><b>If you had studied</b> hard, you <b>would have passed</b> the test.  (<i>BUT you <b>didn't</b> study then</i>)  <b>I wish/If only</b> she <b>had been</b> here.  (<i>BUT she wasn't</i>)  <b>I wish I hadn't done</b> that.  Even if he <b>had been</b> here, he <b>wouldn't have helped</b> us.  (<i>BUT he <b>wasn't</b> there anyway</i>)</p>

NOTE **Mixed Conditionals**

[https://www.youtube.com/watch?v=1L9bvvL9yyg&ab\\_channel=SpeakConfidentEnglish](https://www.youtube.com/watch?v=1L9bvvL9yyg&ab_channel=SpeakConfidentEnglish)

We can combine conditionals to talk **about past situations and their present consequences** (the present situation results from a past action), e.g.:

*We **wouldn't have** this amazing opportunity **if** we **hadn't chosen** the right university.*

### **Translation challenge**

1. "I'll do better next time": say this instead of "I'm sorry".

*I will – NOTE: do NOT use contractions (e.g. I'll) in writing (USE: she will, they are etc.)*

2. If this new method **were** applied, we **would** obtain better results.
3. **Could** you **possibly** help me with my presentation?
4. **Would you mind** not doing this?
5. Please note you **must** register to participate in these webinars.
6. It **might** represent a new start or a full stop.
7. Excuse me, **would you mind** just switching seats with me?
8. I suppose I **ought to have mentioned** it.
9. Executives **were bound to** get wiser.
10. Several factors **can** influence the outcome of the experiment.
11. Replacing these components with photonic devices **could** boost network speed, **capacity**, and reliability.

*ємність; здатність; спроможність виробнича потужність*

12. "We **were able to** talk to political and scientific leaders, top managers, who were often unaware of the possibilities. We **could** explain to them that the Internet of Underwater Things was not deep tech, but a solution ready to be implemented."

"We **cannot** delay applying these solutions. We **must not** go on ignoring so many things about the exploitation of the oceans or climate change. We **must** understand today, because it **may** be too late tomorrow." (Chiara Petrioli)

<https://spectrum.ieee.org/wsense-internet-of-underwater-things>

13. Engineers **must** determine the performance and the lifetime of the systems they are designing and deploying.
14. The next car you buy **might** be powered by the sun.
15. **I wish I did** it.
16. **I wish I had done** it.
17. **If it hadn't been for** my mentor's guidance, **I wouldn't have completed** my PhD.
- якби не if it wasn't for... / if it hadn't been for...*
18. They **could have completed** the task on time if they **had started** earlier.

### **Mixed Conditional:**

**If it hadn't been for** their **assistance and help**, the situation **would be** much more serious.

*сприяння та допомога*

## Emphasis

See: Ільченко О. (2024). Англійська для науковців : The Language of Science, pp. 166-173

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

### *The many faces of ONLY*

1. **Only** Michael sent the invitation to Mary. (No one else did.)
2. Michael **only** sent the invitation to Mary. (He did nothing else.)
3. Michael sent **only** the invitation to Mary. (He sent nothing else.)
4. Michael sent the **only** invitation to Mary. (There was only one invitation.)
5. Michael sent the invitation **only** to Mary. (He sent it to no one else.)
6. Michael sent the invitation to Mary **only**. (**Emphasis:** he sent it to no one else.)

### *Translation challenge*

1. **Is that true? Nobody knows yet!**
2. The bars light up brightly—**success!**
3. The reports **made a deep impression** on me.
4. This sounds basic, but it's **crucial**: People are going to fight for you **only if** they like you.  
*вирішальний* *(Harvard Business Review)*
5. In March 2013, the cellphone network was **finally** ready for a trial run.
6. On average, it takes 55 hours of in-the-air flight time to get a private pilot license in the United States, and that's **not even** counting the weeks of training on the ground.
7. This has been a **key priority** for us.
8. **Now**, I've lived in this city for **many a year**.  
*Так ось,/Отже,*
9. “Innovation doesn't **just** happen because you have a good idea,” said Valerie Samzun, a leader in Amazon's Fulfillment Technologies and Robotics (FTR) division. “It happens because you have **the right team, the right resources, and the right environment** to bring that idea to life.”

“At Amazon, you don't work in silos,” both Messinger and Samzun noted. Samzun continued, “every problem is tackled from multiple angles, with input from people who understand the technology, the operations, and the end user. That's how you create something that **truly** works.”

“At Amazon, you’re **not just** building technology—you’re building the future,” Mitchell said.  
“That’s an **incredibly powerful** motivator. You know that what you’re doing isn’t **just** theoretical—it’s **making a difference**.” In addition to the impact of their work, engineers at Amazon benefit from access to **unparalleled** resources.

*безпрецедентний, небувалий, феноменальний*

From **state-of-the-art** facilities to vast amounts of real-world data, Amazon provides the tools necessary to tackle **even the most complex challenges**.

“If you need something to make the project better, Amazon **makes it happen**.

*втілює у реальність*

That’s a **game-changer**,” said Messinger.

*переломний момент, справжній прорив*

<https://spectrum.ieee.org/amazon-robotics-and-logistics>

## Articles and Their Equivalents: Zooming In On Determiners

see: Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways, pp. 95-107

<https://olgailchenkoauthor.wordpress.com/>

### ***IMPORTANT TIPS FOR AVOIDING PLAGIARISM***

- Avoiding plagiarism in academic writing involves proper citation, paraphrasing, summarizing, and using your original analysis.
  - Use quotation marks for verbatim text.
  - Provide proper attribution (author, year, page number).
  - Introduce quotations with words like “to note,” “to argue,” “to state” etc.

#### **Example 1:**

**Researchers in Japan** recently developed an optical quantum computer that can be used for a variety of applications, a feature **they say** makes it the first general-purpose optical quantum computer in the world.

#### **Example 2:**

“The study found a significant correlation between social media use and anxiety levels in adolescents.”

**Plagiarized:** “~~The research discovered a meaningful link between social media usage and anxiety levels in teenagers.~~”

**Non-Plagiarized:** “Adolescent anxiety levels were found to be significantly associated with the extent of their social media use **in this study**.”

### ***Test-Taking Tip for References in English***

When answering questions about references in a passage, carefully read the context surrounding the underlined word. Look for key phrases or ideas immediately before or after the word that match the options provided. Consider the logical flow of the text to identify what the word most likely points back to. Pay close attention to pronouns like “this,” “that,” or “it,” as they usually refer to the main subject or action described earlier in the sentence or paragraph. Eliminate choices that don't fit the context.

1

As more employees work remotely, companies must devise ways for isolated workers to feel like part of a group. Moving workers out of cubicles can represent meaningful cost savings for companies, but management needs to keep these isolated employees working well together, collaborating and communicating effectively. After years of a culture where face time is the norm, that is no easy task.

*The underlined word that refers to*

- a. moving workers out of cubicles
- b. years of a culture where face time is the norm
- c. management needs
- d. keeping isolated employees working well together

2

The use of search engines helps users to find information quickly. However, information published online may not always be reliable, due to the lack of authority-approval or a compulsory accuracy check before publication. This results in people having to cross-check what they read before using it for decision-making, which takes up more time.

*The underlined word “it” refers to:*

- a. what people use
- b. what people read
- c. what people cross-check
- d. what people decide

3

What is the difference between a fruit and a vegetable? Well, we know that all fruits bear seeds. Think of an apple or an orange. However, squash, peppers, and tomatoes have seeds in them. Are they fruits? In a scientific sense, they are. However, you wouldn't want to eat them for dessert, as you would an apple or a pear. We don't call them fruits, because they are not sweet, even though, scientifically, they are fruits.

*The underlined word them refers to:*

- a. an apple or a pear
- b. a pear
- c. tomatoes
- d. squash, peppers, and tomatoes

## **Answer Key**

1

As more employees work remotely, companies must devise ways for isolated workers to feel like part of a group. Moving workers out of cubicles can represent meaningful cost savings for companies, but management needs to keep these isolated employees working well together, collaborating and communicating effectively. After years of a culture where face time is the norm, **that** is no easy task.

*The underlined word that refers to*

- a. moving workers out of cubicles
- b. years of a culture where face time is the norm
- c. management needs
- d. **keeping isolated employees working well together**

2

The use of search engines helps users to find information quickly. However, information published online may not always be reliable, due to the lack of authority-approval or a compulsory accuracy check before publication. This results in people having to cross-check what they read before using **it** for decision-making, which takes up more time.

*The underlined word "it" refers to:*

- a. what people use
- b. **what people read**
- c. what people cross-check
- d. what people decide

3

What is the difference between a fruit and a vegetable? Well, we know that all fruits bear seeds. Think of an apple or an orange. However, squash, peppers, and tomatoes have seeds in them. Are they fruits? In a scientific sense, they are. However, you wouldn't want to eat them for dessert, as you would an apple or a pear. We don't call **them** fruits, because they are not sweet, even though, scientifically, they are fruits.

*The underlined word them refers to:*

- a. an apple or a pear
- b. a pear
- c. tomatoes
- d. **squash, peppers, and tomatoes**

### ***Identify formal vs. informal English***

- a. As always, send your queries to [EngLang@online.ua](mailto:EngLang@online.ua).
- b. Yo ho! Send your queries to [EngLang@online.ua](mailto:EngLang@online.ua).
  
- a. Hello, I'm here to ask if there might be any job openings.
- b. Hey, how's it goin'? So, you lookin' to hire anyone?
  
- a. I would like to inquire about the availability of your services.
- b. I want to know if your services are available.
  
- a. It is imperative that we address this issue promptly.
- b. We need to deal with this problem now.
  
- a. I appreciate your assistance in this matter.
- b. Thanks for your help!
  
- a. I cannot attend the meeting.
- b. I can't make it to the meeting.
  
- a. The results were analyzed by the team.
- b. We looked at the results.

### ***Render in English***

1. Я прочитав багато книг, які розглядають лише такі системи.
2. Хоча ненадійний Інтернет або електропостачання можуть ускладнити завершення курсу, існують способи вирішення цієї проблеми та досягнення успіху.
3. Оператори електромереж прагнуть оновлення своїх систем, оскільки зміна клімату призводить до екстремальних погодних умов, які перевантажують їхні мережі.
4. Тоді як / У той час як стійкість фокусується на протистоянні відомим невизначеностям, а надійність на довгостроковій продуктивності, стійкість підкреслює досягнення оптимальної продуктивності та ефективності, поряд із здатністю адаптуватися, відновлюватися та трансформуватися у відповідь на непередбачені події (різні загрози та збої).
5. Через те, що ми стаємо все більш взаємопов'язаними, наш світ одночасно стає меншим і більшим.
6. Те, що ми бачимо зараз, є лише початком глибокої взаємозв'язку та можливості всепроникного обміну даними та інформацією, що стимулюватиме багато нових ідей щодо використання мереж.

## **Answer Key**

### **Identify formal vs. informal English**

- c. As always, send your queries to [EngLang@online.ua](mailto:EngLang@online.ua).
- d. Yo ho! Send your queries to [EngLang@online.ua](mailto:EngLang@online.ua).
  
- a. Hello, I'm here to ask if there might be any job openings.
- b. Hey, how's it goin'? So, you lookin' to hire anyone?
  
- c. I would like to inquire about the availability of your services.
- d. I want to know if your services are available.
  
- c. It is imperative that we address this issue promptly.
- d. We need to deal with this problem now.
  
- c. I appreciate your assistance in this matter.
- d. Thanks for your help!
  
- c. I cannot attend the meeting.
- d. I can't make it to the meeting.
  
- c. The results were analyzed by the team.
- d. We looked at the results.

### **Render in English**

1. I've read **many a book** that deals with such systems only.  
I've read **many books / quite a few books** that deal with such systems only.
2. While unreliable internet or electricity can make completing a course more challenging, there are ways to deal with the problem and succeed.
3. Grid operators are in a race to revamp their grids as climate change drives extreme weather that's straining their systems.
4. While robustness focuses on withstanding known uncertainties, and reliability on long-term performance, resiliency emphasizes achieving optimal performance and efficiency, alongside the ability to adapt, recover, and transform in response to unanticipated events (various threats and disturbances).
5. For as we become increasingly networked, our worlds will grow smaller and bigger simultaneously.
6. What we can see now is just the beginning of a deep connectivity, and the possibility of a pervasive data and information sharing that will stimulate many new ideas about how networks are used.

## VOCABULARY & GRAMMAR TIPS

Ільченко О. (2024). Англійська для науковців : The Language of Science

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

**Unit 1** Text 1(pp. 8-9). Note (p.10). Exercises 1, 2, 5, 6, 7. Academic Word List (p. 16).

Words on p. 18.

Some ways of quoting (pp.19-20).

Pronunciation tips (pp.22-27).

**Unit 2** Pp. 32-36. Exercises 3, 4. Writing Scientific Abstracts (pp. 38-41).

Tips for dealing with multiple choice questions (pp. 43-44, it's the key to reading comprehension). Exercises 10, 11, 12.

**Unit 3** Exercise 3; pp. 52-62. Exercises 6, 7; pp.67-70. Exercises 9, 10, 11.

Text on Visuals (pp. 75-79); pp.80-81. Exercise 18.

**Unit 4** Exercise 2; pp. 89-92. Exercise 5; pp. 95-98, Exercise 7, pp. 100-102. Exercises 10, 11.

**Unit 5** Pp. 112-116 (to be combined with the material from **Unit 9 on Passive Voice** — see pp. 238-239). Note on p. 117 (see also **Unit 9**, pp. 235-236). Exercises 6, 7. Tip on p. 120.

Note on pp. 122-123. Exercise 10. Text on Classifying (p. 127)+Note (pp. 127-128). Exercises 14, 15.

**Unit 6** P. 137. Note on p. 141. Exercises 4, 5; pp. 148-151. Note on p. 152.

Exercises 8, 10; pp. 156-158. Exercises 12, 13, 14, 15, 16. Noteworthy (p. 164).

**Unit 7** Text and Exercises 1,2,3 on pp. 166-167; pp. 168-172. Exercises 5, 6, 7, 8. Texts on pp. 178-179. Exercises 12, 13, 14, 15, 16

**Unit 8** Exercises 5, 9; pp. 197-198. Exercises 10, 11; p. 199. Exercises 12, 13, 14. Exercises 16, 18 (sentences 1-6, 11-13, 19, 24, 25, 31, 34, 37; see also Unit 9, SMS Lingo). Chronology of a test (p. 208). Exercises 19, 20

**Unit 9** Here you will find useful visual grammar material, and lots of tips for communicating

### *Articles & Their Equivalents*

Ільченко О. (2024). Англійська для науковців : The Language of Science. p. 228-230

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<https://olgailchenkoauthor.wordpress.com/>

### *Expressing Comparison*

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 89-92

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### *Negation*

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 97-97, 100-102

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### ***Verbs. Modal verbs and their Equivalent***

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 122-123; pp. 137-141, p. 147-153

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<https://olgailchenkoauthor.wordpress.com/>

### ***Types of Questions***

Ільченко О. (2024). Англійська для науковців : The Language of Science. p. 252-253

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

### ***System of Tenses***

Ільченко О. (2024). Англійська для науковців : The Language of Science. p. 122,123, 231-237

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

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<https://olgailchenkoauthor.wordpress.com/>

### ***Sequence of Tenses (Reported Speech / Indirect Speech)***

Ільченко О. (2024). Англійська для науковців : The Language of Science. p. 237

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### ***Conditionals***

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 156-161

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### ***The Passive Voice***

Ільченко О. (2024). Англійська для науковців : The Language of Science p. 120, pp. 238-239

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<https://olgailchenkoauthor.wordpress.com/>

### ***Verbals: Participle I, Participle II, Infinitive, Gerund***

Ільченко О. (2024). Англійська для науковців : The Language of Science pp. 123, 240-251

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### ***Emphasis***

Ільченко О. (2024). Англійська для науковців : The Language of Science pp. 168-176

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<https://olgailchenkoauthor.wordpress.com/>

### ***Word-building***

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 196-200

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### ***Editing***

Ільченко О. (2024). Англійська для науковців : The Language of Science. pp. 48, 52-62, 67-73; 280-286

[https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko\\_revised\\_e-textbook-8-20-12-24.pdf](https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf)

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<https://olgailchenkoauthor.wordpress.com/>



## Recommended Resources

- Ільченко О., Крамар Н., Шелковнікова З., Бедрич Я. (2025). Академічна англійська: опорні конспекти до занять. Academic English: Class Takeaways. К.: ТОВ «Видавниче Підприємство «ЕДЕЛЬВЕЙС» 2025. - 306 с. ISBN 978-617-7619-59-7  
<https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/academic-english-class-takeaways-2nd-ed.-ilchenko-kramar-et-al.pdf>
- Ільченко О.М. (2024). Англійська для науковців. The Language of Science : Підручник. – 8-те вид., доопрац. – К.: Видавниче підприємство “ЕДЕЛЬВЕЙС,” 2024. – 334 с. ISBN 978-617-7619-53-5 (паперове видання) ISBN 978-617-7619-54-2 (електронне видання)  
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- Inger Mewburn: Declutter Your Writing, from The Thesis Whisperer  
<https://thesiswhisperer.com/2010/11/04/5-ways-to-declutter-your-writing/>

- Claire Lynch:

<https://www.youtube.com/@DrClareLynch> How to make your writing flow  
[https://www.youtube.com/watch?v=zayfRIAx\\_5M](https://www.youtube.com/watch?v=zayfRIAx_5M)  
<https://www.youtube.com/watch?v=ZZzAEZvWmzc>  
<https://www.youtube.com/watch?v=d14eHS7uSCo>  
[https://www.youtube.com/watch?v=v\\_jfeLjWXWY](https://www.youtube.com/watch?v=v_jfeLjWXWY)

#### Avoiding Plagiarism

<https://graduate.unl.edu/connections/26-guidelines-avoiding-plagiarism>  
<https://usingsources.fas.harvard.edu/avoiding-plagiarism>  
<https://soundcloud.com/user-925956704/the-different-forms-of-plagiarism-and-how-to-avoid-it>

#### Writing Strong Research Questions

<https://research.com/research/how-to-write-a-research-question>  
<https://www.indeed.com/career-advice/career-development/how-to-write-research-questions>  
<https://www.enago.com/academy/how-to-develop-good-research-question-types-examples/>  
<https://typeset.io/resources/how-to-write-a-research-question/>  
<https://www.scribbr.com/research-process/research-questions/>  
<https://www.scribbr.com/research-process/research-question-examples/>

#### Identifying Research Gap

[https://www.youtube.com/watch?v=VpkwpLK4z3U&ab\\_channel=AndyStapleton](https://www.youtube.com/watch?v=VpkwpLK4z3U&ab_channel=AndyStapleton)  
[https://www.youtube.com/watch?v=VYoExMdw7K0&ab\\_channel=AcademicEnglishNow](https://www.youtube.com/watch?v=VYoExMdw7K0&ab_channel=AcademicEnglishNow)

#### The PhD Proofreaders

<https://www.thephdproofreaders.com/the-knowledge-base/how-to-structure-a-phd-thesis/>

#### ONLINE LECTURES ON SCIENTIFIC COMMUNICATION

(Ilchenko, Shelkovnikova)

<https://youtu.be/61YaEbGzTVc>  
<https://youtu.be/o7IQISvl1fU>  
<https://youtu.be/OoNnTIM-UYo>  
[https://youtu.be/5238c\\_NLRJ4](https://youtu.be/5238c_NLRJ4)

+Додаткові відеоматеріали до цих лекцій:

Additional YouTube links

<https://olgailchenkoauthor.files.wordpress.com/2017/01/additional-youtube-links-2.pdf>

# НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ

ЦЕНТР НАУКОВИХ ДОСЛІДЖЕНЬ ТА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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