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Academic English: Class Takeaways



[Академічна англійська: опорні конспекти до занять]



НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ

ЦЕНТР НАУКОВИХ ДОСЛІДЖЕНЬ ТА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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Академічна англійська:
опорні конспекти до занять

Academic English: Class Takeaways

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Навчальний посібник "Академічна англійська: опорні конспекти до занять" втілює новаторський підхід до викладання англійської мови для академічних цілей, який вповні відповідає соціокультурним та цифровим викликам сучасності. Він допоможе читачам спілкуватися англійською не лише граматично правильно, а й ефективно та переконливо, з урахуванням етикетних норм та контексту спілкування. У посібнику висвітлено найактуальніші для сучасних науковців теми, обговорення яких сприятиме розвитку їхнього критичного мислення та метакогнітивних навичок. Приділено увагу сучасним ресурсам для пошуку та аналізу наукової інформації. Докладно розглянуто та проілюстровано роль метафор та ідіом в академічному дискурсі. Текстова інформація доповнена великою кількістю зображень та схем для залучення візуального сприйняття. Посібник є максимально інтерактивним, містить практичні та тестові завдання на розуміння прочитаного, а також посилання на велику кількість корисних ресурсів. Формат опорних конспектів робить можливим успішне використання посібника при застосуванні підходу "перевернутого навчання" (flipped learning), онлайн та оффлайн. Посібник призначений для студентів, аспірантів та широкого кола читачів, які володіють англійською на рівні B2 і прагнуть здобути рівень C1-C2, водночас підвищивши свою мультимодальну, комунікативну та крос-культурну грамотність.

The coursebook "Academic English: Class Takeaways" embodies an innovative approach to teaching English for academic purposes that perfectly responds to the socio-cultural and digital challenges of our time. It will help readers communicate in English not only grammatically correctly but also effectively and persuasively, taking into account etiquette norms and communication context. The coursebook covers the most relevant topics for modern scholars, the discussion of which will contribute to the development of their critical thinking and metacognitive skills. Attention is paid to modern resources for searching and analyzing scientific information. The role of metaphors and idioms in academic discourse is discussed and illustrated in detail. Textual information is supplemented with a large number of images and charts to engage the audience's visual perception. The coursebook is highly interactive, containing practical tasks and reading comprehension tests, as well as links to a large number of useful resources. The format of class takeaways enables successful use of the coursebook when applying the flipped learning, in online and offline modes. The textbook is intended for students, graduate students, and a wide range of readers who have English proficiency at the B2 level and aim to achieve levels C1-C2, while simultaneously enhancing their multimodal, communicative, and cross-cultural literacy.

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Class Takeaway 1

Learning Outcomes

In this course, you will learn how to

- think critically, analyze, interpret, and process information
- apply advanced research skills
- tailor your messages and their ways of conveying to the context and audience
- write clear, correct, and elegant prose, edit your writings
- learn the difference between collocations and connotations
- develop, apply, and display advanced oral and written professional communication skills

- ✓ You'll speak and write English more correctly, more fluently and with fewer mistakes.
- ✓ You'll understand native and non-native speakers of English better.
- ✓ You'll improve your communication skills for professional success.



WHAT IS CRITICALLY IMPORTANT...

...WHEN IT COMES TO INTERPERSONAL COMMUNICATION

- ✓ Develop empathy (the ability to understand what other people feel).
- ✓ Build rapport (rapport is a connection with someone else, a state of harmonious understanding with another individual or group).
- ✓ Be diplomatic, tactful, and polite.

The primary challenge revolves around the potential for miscommunication.

Achieving the delicate balance between being sufficiently polite and direct poses the greatest difficulty. It entails using phrases like "Would you tell me about..." rather than "Please tell me about..." because the latter, despite the inclusion of "please," still sounds as an order or an authoritative command rather than a polite request or inquiry. Additionally, correctly addressing both positive and negative responses is essential.

On Politeness in English

| | |
|--|---------------------------------|
| <i>Do you mind if I asked my PhD students to attend the conference?</i> | <i>asking permission</i> |
| <i>Why don't you go there?</i> | <i>a piece of advice</i> |
| <i>Why don't we discuss this later?</i> <i>Won't it be better for us to use a different approach?</i> | <i>suggestion</i> |

https://www.youtube.com/watch?v=0uO_GKExLMo

When conveying information, whether through speech or writing, it is essential to exhibit three qualities: clarity, brevity, and self-assuredness (confidence).

So always strive to be

Clear Concise Confident

An example? Here's the one that combines all three perfectly:

According to legend, Philip of Macedonia sent a messenger to the legendary region of Sparta with a warning: "If I invade Laconia you will be destroyed, never to rise again". In response, the Spartan state simply replied with a single word: "If." Neither Philip nor his son, Alexander III of Macedon commonly known as Alexander the Great, dared to undertake an invasion of this renowned territory.



Or consider the following **clear and concise definition** of AI, by Allie K. Miller:

Artificial Intelligence is a system doing a human thing.

<https://www.aiworktalk.com/p/whats-difference-ai-ml-gen-ai-terms>

...see more on some of her ideas:

<https://techinformed.com/scaling-up-awss-allie-miller-outlines-the-key-trends-in-ai-and-machine-learning/>

IN ANY CASE, DON'T BE AFRAID OF MAKING / TO MAKE MISTAKES!!!

Two words. One word. Two words.

"Sir, what is the secret of your success?" a reporter asked the richest man in the world.

"Two words."

"And, sir, what are they?"

"Good decisions."

"And how do you make good decisions?"

"One word."

"And sir, what is that?"

"Experience."

"And how do you get Experience?"

"Two words."

"And, sir, what are they?"

"Bad decisions."

Maya Angelou was a famous American memoirist, poet, civil rights activist; with a unique writing style.

She is famous for saying:



...WHEN IT COMES TO PRONUNCIATION:

intelligibility is the key (say tongue twisters, sing English songs)

...WHEN IT COMES TO LISTENING AND READING

- ✓ **Apply critical thinking skills: identify credibility, bias, manipulation etc.**
- ✓ **Identify:**
 - key words
 - definitions
 - **stance** (the author's argument(s), evaluation(s), and opinion(s) of a piece of evidence or information) **VS. information (facts/evidence)**
 - the main idea (stated or implied)
 - problem(s)/solution(s)
 - classification(s)
 - cause(s)/effect(s)
 - examples
 - negation (words and phrases like *seemingly, not unusual*)
 - comparison/contrast
 - agreement/disagreement, .e.g. patterns like *yes, ... but...*
 - narration/storytelling features: e.g. patterns like
yes, ... and.... ;
and but however (ABT)

...WHEN IT COMES TO WRITING

- ✓ Connect with the readers and achieve your goals: convince them they should care about your message.
- ✓ Narrate a story.
- ✓ Use examples.
- ✓ Start strong, finish strong.
- ✓ Keep Subject and Verb close together.
- ✓ Minimize Negation and Passive Voice.

...WHEN IT COMES TO SPEAKING

- ✓ Make strong impression
- ✓ Tell a story (use TED talks techniques)
- ✓ Use examples
- ✓ Start strong, finish strong
- ✓ Keep Subject and Verb close together
- ✓ Minimize Negation and Passive Voice
- ✓ Do not translate from your native language – try to think in English

Exercise 1.

Translation Challenge

1. Сьогодні вранці я пив (пила) чай.
2. Читайте.
3. Дійте.
4. Думайте масштабно.
5. Мисліть нестандартно.
6. Як Ви гадаєте? Яка Ваша думка?
7. Як (яким чином, у який спосіб) Ви мислите?
8. Що потрібно зробити?
9. Це потрібно було зробити.
10. Мені не потрібно двічі повторювати.
11. Існує ймовірність, що наші висновки не можна буде застосувати до інших випадків. / Результати нашого дослідження можуть мати не оптимальну узагальнюваність.
12. Інтернет став точкою перелому та грою, що змінює правила.
13. Багато хто називав цю технологію "переломною".
14. Вплинути на перебіг подій було неможливо. / Ситуацію було неможливо змінити. / Хвилю вже було не зупинити.

Перекладайте не дослівно, а намагайтеся передати сенс, знайти смисловий аналог.

What is the difference?

the contents
table of contents
content



The Many Faces Of "OK"

OK adjective / okay – mediocre

- *How do you like your hotel?*
- *It's OK.*
- *Just OK?*

adverb - нормально; нічого особливого, задовільно **satisfactory, satisfactorily**

***I'm OK. (Inf.) = *I'm good (Inf.)** (зі мною) *усе гаразд*

***Are you OK?** – *Щось негаразд? Усе гаразд?*

***It's/that's OK. (Inf.)**

1. *прошу; нема за що (дякувати) (відповідь на подяку)*
2. *нічого (відповідь на вибачення)*

e.g. – Thanks for the afternoon tea.

- *It's OK. /1/*

- *I'm sorry.*

- *That's OK. /2/*

*syn. *You are welcome. / *Don't mention it. / *Think nothing of it. /*

**Forget it. / *(Sure), no problem. / *Anytime. / *The pleasure is (all) mine.*

*interj. *OK, (fine) – гаразд; добре (вживається для підтвердження домовленості)*

e.g. – So we are meeting next Monday.

. – OK, fine. See you later.

***OK. OK.** – *гаразд, гаразд (вживається для висловлення невдоволення)*

OK. OK. I told you I'd do that.

***... , OK?** – *... (вам) зрозуміло?*

The lab is closed, OK?

Nano-Presentation "About myself"

Hi/Hello, I'm _____ (your first name, your last name/surname)

Let me introduce myself **a bit/briefly**.

I'm **a / an** _____ (your profession) _____

I **graduated from** _____ your alma mater (Institute/University) _____ **in** _____ (year)

I obtained my Masters degree from _____ your alma mater (Institute/University etc.)

I obtained my Bachelor's degree in _____ (year)

OR

I **have graduated from** _____.

I **have been trained as a/an** _____. (a mathematician, a physicist, an economist)

I'm **interested in ... / the problems of ...**

My interest in the field was triggered by _____ / the fantastic book " _____ "

my high school teacher/university instructor/(prominent) university professor)

Right now, I'm studying at _____

I'm doing my PhD degree at the department of _____

I'm enrolled in the PhD program in (your field) at _____ (your Institute/University/Center)

I'm majoring in ... спеціалізуюся у (галузі)

My greatest achievement so far is _____

I am passionate about science.

My current research interests are in _____.

My research has resulted in _____.

Some of my key discoveries include _____.

My hobby is ...

My hobbies are ... / include ...

I guess five (three) words that describe me best would be _____

ADD MORE TO YOUR PRESENTATION: see O. Ilchenko The Language of Science, pp. 259-261

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

[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)

What I would like to talk about today is...

Let me begin by asking you a question / by talking a little about...

This talk is divided into three main parts.

My presentation will take about 10 minutes.

I'd be happy to answer any questions you have at the end of my presentation.

And now I'd like to turn to... / I'd like to...

Let me end by saying that...

Sample Answers to Frequently Asked Questions

Introductions for Work in English

https://www.youtube.com/watch?v=vfUIUkq_ml8&t=31s&ab_channel=SpeakConfidentEnglish

25 Best ‘Tell Me About Yourself’ Interview Sample Answers

<https://futureofworking.com/tell-me-about-yourself/>

20 Best Answers to “What Makes You Unique” Interview Question

<https://futureofworking.com/what-makes-you-unique/>

10 Best Answers to “What Are Your Goals” Interview Question

<https://futureofworking.com/what-are-your-goals-interview-question/>

My Hobby/Hobbies

<https://futureofworking.com/what-are-your-interests-and-hobbies/>

List of the Best Core Competencies

<https://futureofworking.com/list-of-the-best-core-competencies-resume-examples/>

https://www.youtube.com/watch?v=DJfubKPZLXU&t=1s&ab_channel=BrianTracy

250 Good Skills to Put on a Resume (Soft, Hard, Computer & More)

<https://futureofworking.com/skills-to-put-on-a-resume/>

75 Tough Interview Questions and Answers to Ace Each One

<https://futureofworking.com/tough-interview-questions-and-answers/>

11 Top Answers to ‘What Is Your Communication Style’ Interview Question

<https://futureofworking.com/what-is-your-communication-style-interview-question/>

Vocabulary

Research (my research is important their research is timely)

researcher investigator scientist academic

to research (we/they research s/he researches)

field of science **research area**

to be interested in цікавитися (чимось)

on the Internet (on the radio, on TV) **to surf the net, to navigate the net**

experience/experiences

досвід (досвід роботи й освіти; життєвий досвід; накопичений досвід)

to experience = to undergo зазнавати, переживати

We have experienced a turbulent week.

experienced *досвідчений* He is an experienced coach.

academic/educational background *отримана освіта*

advice (*noun*) His advice **is** always valuable. *Його поради завжди цінні.*

This **was good advice**. (*добрі поради*)

This was a good **piece of advice**. (*добра порада*)

NOT ~~This was a good advice. His advice(s) were helpful.~~

To get **more** content and **advice** like this, sign up for our weekly update.

advise (*verb*) I advise you to reconsider your attitude.

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*

discover (*verb*) 1) *робити відкриття; (уперше) відкривати; винаходити;*

2) *виявляти; знаходити*

If I had to name one famous person in history who I would like to talk to, I would probably choose

Claude Shannon (1916-2001)

because I admire his contribution to engineering and technology, and I read his biography.

The heart of his theory is a simple but very general model of communication: a transmitter encodes information into a signal (which is corrupted by noise) and then the signal is decoded by the receiver.

While this is a theory of communication, it is, at the same time, a theory of how information is produced and transferred — an information theory. Thus Shannon is now considered “the father of information theory.”

Charismatic - able to attract and influence other people.

A charismatic leader uses his or her communication skills and charm to influence others. They can connect with people on a deep level. Perhaps one of the most charismatic scientists was Richard Feynman.

Innovative – able to introduce new ideas, approaches, methods and techniques. Such people are not being defeated by challenges. They think outside the box.

They are action-oriented and opportunity-focused. One of the most innovative entrepreneurs of our time is Elon Musk, with his Space X company and other ventures.

Inspirational – able to make impact on other people so that they want to achieve something themselves as well.

Such people make a lasting global and historic impact.

Sir Isaac Newton is undoubtedly one of the most inspirational people to have ever lived. His discovery of gravity laid a base for all modern sciences, but he was also the first person to calculate the speed of sound and made great strides in the study of light.

Brave – able to behave courageously even in frightening situations.

An example? Winston Churchill guided Britain and the Allied nations to victory over the Nazis. He said: “Never give in, never, never, never,”

Creative – able to produce new and unusual things and ideas.

Nikola Tesla, a Serbian-American scientist and inventor, made numerous inventions in the field of electrical engineering. He invented the first alternating current motor and developed an Alternating Current generator and got over 300 patents.

Stephen (Stepan) P. Timoshenko (1878 –1972)



Stephen Timoshenko is a famous researcher, an engineer, a writer and an educator. He is called “the father of engineering mechanics.” Stephen Timoshenko was born in the Ukrainian village of Shpotivka in Chernihiv region. He studied in Europe, but returned to Ukraine to teach and do research. He was a professor at Kyiv Polytechnic Institute. In 1918 he assisted Academician Vernadsky in establishing the Ukrainian Academy of Sciences. In 1919, he left Ukraine, and lectured at European universities. In 1922 Timoshenko moved to the United States. He taught at the US universities, including a well-known Stanford University.

He wrote seminal works in the areas of engineering mechanics and the strength of materials that are still in use today. In fact, his works had a major impact on construction of skyscrapers and bridges.

He also wrote an autobiography called “As I Remember.” His textbooks have been published in 36 languages. Dr. Timoshenko was elected a member of 17 academies and scientific societies throughout the world. He also received honorary doctoral degrees from many universities.

In 1957, the American Society of Mechanical Engineers established a medal named after Dr. Timoshenko. He became its first recipient. The Timoshenko Medal is given annually for distinguished contributions in applied mechanics.

To probe further:

- <https://www.linkedin.com/pulse/stephen-p-timoshenko-magician-engineering-mechanics-dipro-ghosh/>
- <https://www.ias.ac.in/article/fulltext/reso/007/10/0045-0053>

Kip Thorne (b.1940) is an American theoretical physicist in the field of astrophysics. He was awarded the 2017 Nobel Prize in Physics. Alongside his scientific research, he is also involved in scientific consulting, for example, for the well-known movie “Interstellar”. He has a special talent for physics. Thorne is known for his ability to grasp complicated concepts, and to successfully convey complex scientific ideas to both professionals and lay people.

Elon Musk (b. 1971), a scientist and an entrepreneur

In 2002, he founded SpaceX, the Starlink constellation of low Earth orbit satellites to provide satellite Internet access. Elon Musk also co-founded Neuralink, a neurotechnology company focused on developing brain–computer interfaces. He also founded The Boring Company, a tunnel construction company. He is also the mastermind behind the idea of online payment system PayPal.

The logical result of his multiple stunning achievements is the plain fact that Musk is the richest person in the world. He is the real example of a motivated and committed person. Elon Musk is known for his ability to work extremely hard. For example, he has worked on PayPal 80 to 100 hours every week. Musk is also an avid reader. He is a bookworm capable of reading up to 500 pages a day. When he was in school, he read for 10 hours per day. He also completed a 6 month computer science course in just three days!

Mr. Musk wasn’t born with a silver spoon in his mouth. He took a lot of risks when he invested most of his own money into starting SpaceX and Tesla. But his hard work and enthusiasm have paid off and resulted in tremendous success.

Claude Shannon

Claude Elwood Shannon (1916 – 2001) was an American communication theorist, a cryptographer and a mathematician known as "the father of information theory". Shannon is famous for having founded information theory with his seminal paper "A Mathematical Theory of Communication", published in 1948. He is often called the greatest scientist of the 20th century, and the digital pioneer. Claude Shannon is simply a mathematical genius, but he also had a lot of other interests: he was a gadgeteer, a first-rate chess player, and an amateur poet.

Exercise 2.

Read the passage and answer the questions that follow.

"Science **seeks** the basic laws of nature. Mathematics searches for **new** theorems to build upon the old. Engineering **builds** systems to solve human needs. The three disciplines are interdependent but distinct. Very rarely does one individual simultaneously make central contributions to all three — **but** Claude Shannon was a rare individual."

(David Tse)

<https://www.quantamagazine.org/how-claude-shannons-information-theory-invented-the-future-20201222/>

1. We can infer from this passage that
 - a. Claude Shannon was a mathematician and an engineer
 - b. Claude Shannon was a scientist, a mathematician, and an engineer
 - c. Claude Shannon was an engineer
 - d. Claude Shannon was a mathematician
- 2 The main idea of the passage is signaled by which of the **boldfaced** words:
 - a. seeks
 - b. new
 - c. builds
 - d. but
3. This passage is most likely followed by which of the following:
 - a. Given that framework of uncertainty and probability, Shannon set out in his landmark paper to systematically determine the fundamental limit of communication. His answer came in three parts. Playing a central role in all three is the concept of an information "bit," used by Shannon as the basic unit of uncertainty. A portmanteau of "binary digit," a bit could be either a 1 or a 0, and Shannon's paper is the first to use the word (though he said the mathematician John Tukey used it in a memo first).
 - b. Shannon instead asked, "Is there a grand unified theory for communication?" In a 1939 letter to his mentor, Vannevar Bush, Shannon outlined some of his initial ideas on "fundamental properties of general systems for the transmission of intelligence." After working on the problem for a decade, Shannon finally published his masterpiece in 1948: "A Mathematical Theory of Communication."

- c. Shannon never won a Nobel Prize, and he wasn't a celebrity like Albert Einstein or Richard Feynman. But more than 70 years ago, in a single groundbreaking paper, he laid the foundation for the entire communication infrastructure underlying the modern information age.
- d. While this is a theory of communication, it is, at the same time, a theory of how information is produced and transferred — an information theory. Thus Shannon is now considered “the father of information theory.”

Some advice to those who want to be successful

Kip Thorne teaches us to communicate scientific ideas effectively, to make the complex ideas not only simple, but also interesting.

Elon Musk's experience teaches us to be unafraid of taking risks and introducing innovative scientific concepts and brave ideas to improve the unpredictable contemporary world. Elon Musk teaches us to think outside the box. He also teaches us to read a lot, and to be extremely optimistic. He says “I'd rather be optimistic and wrong than pessimistic and right”.

Claude Shannon teaches us how to be creative. He also **emphasizes the idea of simplification**: with any theory or problem, it's vital to **eliminate everything except the essentials**. He adds that a very similar device is **seeking similar known problems**. Another useful approach: restate the problem in just as many different forms as you can, next change the viewpoint, then look at it from every possible angle.

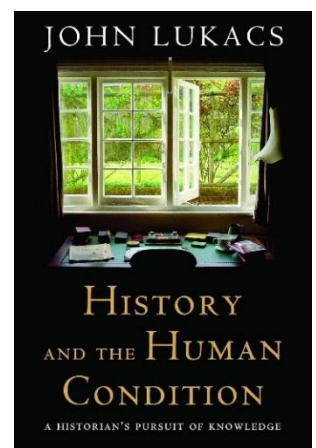
And finally, other mental tricks for doing research, are the idea of structuring the problem, and the idea of **generalization** (one should ask oneself: Can I apply this idea in more general ways? To solve a larger class of problems?).

History and the Human Condition

We all benefit from gaining a deeper understanding of history. History is not about memorizing a list of facts or dates. It requires interpretation and analysis of information around subjects which often have no right or wrong answers.

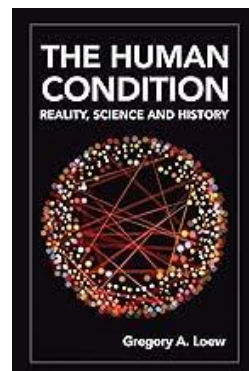
Through history, **we can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed.**

The rich history of the world **helps us to get the full picture of where we stand today.**



Looking back at our fellow countrymen helps us **establish our own identity**.

With lessons from the past, **we not only learn about ourselves and how we came to be, but we also develop the ability to avoid mistakes and create better paths for our societies**.



MIND: False cognates (т.зв. «псевдодрузі перекладача»)

deputy заступник

data дані

decade десятиріччя

technical assistance консультативна допомога, консультації

momentous надзвичайно важливий

annotation коментар; примітка; пояснення; ремарка

abstract анотація

academic (іменник) науковець - пор. academician академік

accurate точний

aspirant (прикметник) майбутній; що претендує на –

пор. PhD student / PhD candidate аспірант(ка)

technology техніка, science and technology наука і техніка

technique метод, методика

adequate достатній / good enough

terrible жахливий, поганий

terrific / amazing / stunning / superb / remarkable /

absolutely fabulous / extraordinary / awesome / brilliant /

gorgeous приголомшливий, чудовий, видатний

complexion колір обличчя

to realize збагнути, усвідомити, зрозуміти

implication(s)

- результат(и), висновки /1/
- натяк(и) /2/

dramatic

- значний; колосальний; істотний; суттєвий /1/
- чудовий; блискучий (прям./перен.) /2/
- перебільшений /3/
- драматичний; театральний (прям./перен.) /4/

This country's economy has a dramatic impact on the rest of the world. /1/

Such approach gives us excellent dramatic results. /2/

This may sound overly dramatic, but consider some facts. /3/

Where is the Center for Dramatic Art located? /4/

I presume / I suppose / I think / I argue / I guess (that) *я вважаю, (що...)*

"Americans are becoming vague and casual. In Dickens time they said 'I calculate', then it was 'I reckon' and now it's usually 'I guess'." (*Ian Fotheringham, Quora*)

I surmise (that) *я припускаю, (що...)*

Let's talk it over...

Ice Breakers & Small Talk

How to Set Up Successful Ice Breakers by *MindToolsVideos*

https://www.youtube.com/watch?v=s3a57OKYH3k&ab_channel=MindToolsVideos

*soft skills (*соціальні навички та навички успішності*)

<https://www.youtube.com/watch?v=SFdSUHslLhU>

*small talk

https://www.youtube.com/watch?v=L0wye4RzMjk&ab_channel=SpeakConfidentEnglish

"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>

Small Talk Essentials

- **What is the right thing to say when you meet someone for the first time?**

- When people meet for the first time, they greet each other, of course, and they usually make small talk about such things as:

➤ where they are from: "Where are you from?"

➤ what their occupation is and what they love about it, for example,

"Are you employed or do you study?"

"What are you?"

"What do you do?" / "What do you do for a living?"

"What do you love most about your job?"

➤ what the weather is like, for instance,

"How's the weather?"

"What's it like outside?"

"What's the weather forecast?"

- **How do you define the notion of (поняття) “small talk”?**
- Oh, it’s merely polite conversation about things that are not important, often among people who are meeting for the first time. It’s just an informal conversation, pleasant but with boundaries. The phenomenon of small talk was initially studied in 1923 by Bronisław Malinowski in his essay "The Problem of Meaning in Primitive Languages", who **coined the term** "phatic communication" to describe it.
- **How do you keep conversation going?**
- Asking “what”, “where”, “why” and “how” questions are particularly useful when you want to keep a conversation going. it’s also important to use the so-called “icebreakers” or engaging icebreaker questions to get the conversation started, like “What are you currently reading?” “If you were famous, what do you think it would be for?”
- That sounds amazing!
- It sure does!
- **Are there any conversation topics to avoid in any culture?**
Talk about some universally avoided topics.
- Well, some universal topics to avoid in polite society are: money (like, “How much do you earn/make?”), politics, and religion. I would avoid them at any cost, regardless of culture.

Giving and Receiving Thanks

Did you know that the verb “to thank” is one of the most frequent words in English, according to recent research? See, for example,

<https://www.jbe-platform.com/content/journals/10.1075/pl.23003.rom>

Thanking others is a simple yet powerful way to show appreciation, strengthen relationships, and create a more positive and supportive environment. It benefits both the giver and the receiver.

Examples:

- Your hospitality was truly spectacular. I would like to express, in full, my gratitude towards you for the kindness and warm welcome that I received. I will never forget it.
- I had a very memorable time, and it was because of you.
Thank you for having me. (Дякую, що запросили. / Дякую за запрошення.)
- Some people think of “work” as a four-letter word, but working with you has been time spent with truly great people. **Thank you for helping me** through my time here and **thank you in advance for keeping in touch.** My very best to each of you.

See also:

40 Ways to Say Thank You for the Information (via Email)

<https://futureofworking.com/thank-you-for-the-information-via-email/>

Meaningful Thank You Notes to Give Your Mentor

<https://futureofworking.com/thank-you-notes-to-give-your-mentor/>

On Politeness

- 5 Ways to Sound Softer and More Polite in English

<https://www.linkedin.com/pulse/5-ways-sound-softer-more-polite-english-nicholas-dale/>

- Courteous language that can offend

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

***thanks anyway** – дякую у будь-якому разі (*хоч(а) Ви й не допомогли*)

“Thanks anyway” is normally said when someone has done something for you, yet it had been unsuccessful. In a text message or email it could sound as negative or sarcastic (“You didn’t really help, but thanks for trying.”)

On the other hand, if you say (not write!) it after something nice like “I appreciate the offer but I can’t accept it right now. Thanks anyway.” or: “My sincere thanks, anyway.”, then this phrase might be rather positive.

It depends on the context, the tone, and the way it is said.

NATIVE SPEAKERS VS. EDUCATED NATIVE SPEAKERS

Compare:

Butter in the Boro

https://www.youtube.com/watch?v=MU5L9rIOaqw&ab_channel=silentprof

Martin Hewings

https://www.youtube.com/watch?v=29nizxc8k5k&ab_channel=CambridgeUniversityPressELT

David Crystal https://www.youtube.com/watch?v=hGg-2MQVReQ&ab_channel=CambridgeUniversityPressELT



Exercise 3

See: O. Ilchenko, *The Language of Science*, pp. pp.8-18

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

RENDER THE FOLLOWING SENTENCES INTO ENGLISH

(several translation options are possible).

Це питання не стосується науки.

This issue/point/question has nothing to do with science.

1. Ця проблема стосується мети мого дослідження.
2. Що стосується мене, то я сподіваюся обрати найкраще рішення із можливих (наявних).
3. Я спеціалізуюся у галузі _____ (*Ваша галузь*).
4. Я не фахівець у цій сфері.
5. Чим Ви цікавитесь?
6. Які методи Вашого дослідження?
7. Яка мета Вашого дослідження?
8. Ваш огляд літератури (літературний огляд) відповідає усім необхідним вимогам.
9. Я беру участь у науково-дослідній роботі.
10. Ми дійшли цікавих висновків.
11. А Ви як гадаєте?
12. Будь ласка, зрозуміло висловлюйте свої думки.
13. Важко передбачити, коли це трапиться.
14. Це складне, але цікаве завдання.
15. Анотація повинна бути коротким, але всебічним відображенням того, що є у Вашій статті.
16. Хоча висновки й можуть містити огляд основних моментів статті, не повторюйте анотацію у висновках. У висновках можна докладніше зосередитися на важливості праці та/або запропонувати поточні та майбутні перспективи практичного застосування та подальшого розширення теми.
17. Ілон Маск зазначає: "краще я буду неправим оптимістом, аніж правим песимістом."

Class Takeaway 2

Pronunciation Challenge

<https://youglish.com/>

and /ænd/ weak forms: /ənd/ /ən/

the strong form /ði:/ "I'm Jack Sparrow, the one and only."

"That's the Jack I know!" (The Pirates of the Caribbean)

the weak /ðə/

research /rɪ'sɜ:tʃ/ /'ri:sɜ:tʃ/

R&D research and development

S&T science and technology

answer BrE /'ɑ:n.sər/ AmE /'æn.sə/ **guard** /gɑ:(r)d/ **however** /,haʊ'ev.ə(r)/

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

to ask/ to pose a question

*the problem in question = the problem under consideration

питання/проблема, що розглядається

*question and answer session / Q&A session;

*that's an open question

*without question / unquestionably / undoubtedly

*that is out of the question

*to fill out the **questionnaire** /,kwes.tʃə'ne(ə)r/

questionable сумнівний

suggestion /sə'dʒestʃən/ **procedure** /prə'si:dzə/

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

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

homogeneous /,həʊ.mə'dʒi:ni.əs/ **journal** /'dʒɜ:nəl/ **trajectory** /trə'dʒek.t(ə)r.i/

pronunciation /prəˌnʌn.si'eɪ.ʃən/ **illustration** /ɪl.ə'streɪ.ʃən/ **illustrate** /ɪl.ə.streɪt/

stereotype /'ster.i.ə.taɪp/ **atmospheric** /,æt.məs'fer.ɪk/ **decade** /'dek.eɪd/ 10 years

examine /ɪg'zæm.ɪn/ **determine** /dɪ'tɜ:mn/

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

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

key /ki:/ **cue** /kju:/ **key words** **keynote speaker** **the key thing (is)**

the key takeaway = the gist /dʒɪst/ *суть*

/z:/ **word** **world** **work** **co-worker** **service** **urban** **occur** /ə'kɜ:/

refer (to) /rɪ'fɜ:r/ **term** **thermal** /'θɜ:m(ə)l/ **superb** /su:'pɜ:b/

wrap **writing** **foreign** **foreigner** **maintenance** /'meɪn.t(ə)n.əns/ **business** /'bɪz.nɪs/

eve /i:v/ **evening** /'i:v.nɪŋ/ **every** /'ev.rɪ/ **memory** /'mem(ə).rɪ/

extraordinary /ɪk'strɔ:dn.ər.i/ **listening** /'lɪs.ən.ɪŋ/ **sign** /saɪn/ **handsome** /'hæn.səm/

extraordinaire /ɪk'strɔ:r.də'ner/ **exhibition** /,ek.sɪ'bɪʃ.ən/ **draw** /drɔ:/ **raw** /rɔ:/

subtle /'sʌt.əl/ **subtlety** /'sʌt.əl.ti/ **subtleties**

soften /'sɒf.ən/ **quote** /kwəʊt/ **doubt** /daʊt/ **undoubtedly** /ʌn'daʊ.tɪd.li/

palm /pɑ:m/ **balm** /bɑ:m/ **calm** /kɑ:m/ **palm** /pɑ:m/ **salmon** /'sæm.ən/

comb /kəʊm/ **tomb** /tu:m/

BUT **realm** /reɪl/ **helm** /helm/

rhetoric BrE /'ret.(ə)r.ɪk/ AmE /'reɪ.ə.ɪk/

phonetics BrE /fə'net.ɪks/ AmE / /fou'net.ɪks/

repertoire /'repətwa:/ **bizarre** /bɪ'zɑ:(r)/ **rapport** /ræp'ɔ:(r)/

raspberry BrE /'rɑ:z.bər.i/ AmE /'ræz.ber.i/ **vegetable** /'vedʒ.tə.b(ə)l/

honest /'ɒn.ɪst/ **hono(u)r** /'hɒnə@/ **heir** /eə(r)/

column /'kɒl.əm/ **columnist** /'kɒl.əm.nɪst/ **walk** /wɔ:k/ **talk** /tɔ:k/ **cycle** /'saɪ.k(ə)l/
 rough /rʌf/ tough /tʌf/ **folk** BrE /fəʊk/ AmE /foʊk/
humane /hju:'meɪn/ **morale** BrE /mə'reɪl/ AmE /mə'ræl/
route /ru:t/ **router** BrE /'ru:tə(r)/ AmE /'raʊ.t̬ə/ **lucrative** /'lu:kɹətɪv/
broad BrE /brɔ:d/ AmE /bra:d/
colleague /'kɒl.i:ɡ/ **bargain** /'bɑ:ɡɪn/ **infamous** /'ɪn.fə.məs/
fatal /'feɪ.t(ə)l/ **failure** /'feɪ.ljə(r)/ **mediocre** /,mi:.di'əʊ.kə(r)/
 ***double-edged sword** /sɔ:(r)d/ = *a flip side (to) = *the other/flip side of the coin =
 *the dark side of the problem = *mixed blessing *зворотний бік медалі; палиця на два кінці*
genre /'ʒɒnr/ **espionage** /'es.pi.ə.nɑ:ʒ/ **regime** /rei'ʒi:m/ **prestige** /pres'ti:ʒ/
collage /'kɒl.ɑ:ʒ/ **pleasure measure** in equal measure **measurement** /'meʒ.ə.mənt/
thought /θɔ:t/
though /ðəʊ/ / **although** /ɔ:l'ðəʊ/ / **albeit** /ɔ:l'bi:t/ *хоча*
also /'ɔ:l.səʊ/ **alternative** /ɒl'tɜ:.nə.tɪv/ **alter** /'ɒl.tə(r)/ **always** /'ɔ:l.weɪz/
almost /'ɔ:l.məʊst/ **award** BrE /ə'wɔ:d/ AmE /ə'wɔ:rd/
author /'ɔ:θə(r)/ **co-author** /kəʊ'ɔ:θə(r)/ **automatic** **autonomy** **autonomous** **authentic**
authenticity **authority** **aura** **audience** **core audience** **caution** **quandary** **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.sɪ:z/
synthesis /'sɪn.θə.sɪs/ **thesis** /'θi:.sɪs/
Europe **European** **euro** **Eureka!** /ju'ri:.kə/
 /k/ **mechanics** **mechanism** **technology** **high tech** **technician**
chemistry **chemical** **polytechnic** **charisma** /'tʃɪzəm/
unique /ju:'ni:k/ **technique** /tek'ni:k/ **critique** /krɪ'ti:k/ **ubiquitous** /ju:'bɪk.wɪ.təs/ *повсюдний*
chronology **chronically late**
 /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:ʃtʃəs/ **merchandise** /'mɜ:ʃtʃən.daɪz/ **merchandiser**
fluctuation /,flʌk.tʃu'eɪ.ʃən/ **punctual** /'pʌŋk.tʃu.əl/ **mutual** /'mju:ʃu.əl/
virtual /'vɜ:ʃu.əl/ **virtually** **habitually** /hə'bɪtʃ.ə.li/ **mutually beneficial** *взаємовигідний*
 /æ/ **national** /'næʃ.(ə)n.(ə)l/ **natural** /'nætʃ.rəl/ **area** /'er.i.ə/ **value** **valuable**
 /eɪ/ **nation** /'nei.ʃ(ə)n/ **nature** /'nei.tʃə(r)/ **ancient** /'eɪn.fnt/
 /ʃ/ **precious** /'preʃ.əs/ **passion** /'pæʃ(ə)n/ **quotient** /'kwəʊ.ʃ(ə)nt/ **insatiable** /ɪn'seɪ.ʃə.b(ə)l/
rational /'ræʃ.ən.(ə)l/ **rationale** BrE /,ræʃ.ə'nɑ:l/ AmE /,ræʃ.ə'næl/
vicious /'vi:ʃəs/ **treatise** /'tri:tɪs/ **anxious** /'æŋk.ʃəs/ **luxury** /'lʌk.ʃə.i/
resource /rɪ'zɔ:(r)s/ / /'ri:.sɔ:(r)s/ **anxiety** /æŋ'zai.ə.ti/ **luxurious** /lʌɡ'ʒʊ.ər.i.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 /sfɪ(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'zaɪn/
archive BrE /'ɑ:kaɪv/ AmE /'ɑ:r.kaɪv/ **identify** /aɪ'den.tɪ.fai/
type /taɪp/ **pi** /paɪ/ **AI** /eɪ'aɪ/ **the Delphi method** BrE /'del.fi/ AmE /'del.fai/
dynamics /daɪ'næm.ɪks/ **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/
alumni /ə'lʌm.naɪ/ (**alumnus** /ə'lʌm.nəs/ **alumna** /ə'lʌm.nə/)

word stress

"The only rules that really matter are these: what a man **can** do and what a man **can't** do."
(The Pirates of the Caribbean)

category politics BrE /'pɒl.ə.tɪks/ AmE /'pɑː.lə.tɪks/ lede /li:d/ analog/analogue /'æn.ə.lɒɡ/
contact comfortable /'kʌm.fə.tə.bəl/ vegetable /'vedʒ.tə.bəl/ modal /'mɒd.əl/ hoax
consequences circumstances purpose courteous /'kɜː.ti.əs/ preferably
context colleague commerce content *ɜːmɪkəm*
company /'kʌm.pə.ni/ comfortable allow ton
memoir /'mem.wɑː(r)/ bargain /'bɑːɡɪn/
novice model basis episode columnist empathy memorable
theory issue institute area argue manuscript accuracy customer commerce
expert /'ek.spɜːt/ expertise /,ek.spɜː'tiːz/ expert skill or knowledge
explanation /,eksplə'neɪʃ(ə)n/
carrier /'kæ.rɪ.ə(r)/ VS. career /kə'ri(ə)r/
moral /'mɒr.əl/ VS. morale BrE /mə'rɑːl/ AmE /mə'ræl/
adult = adult /'æd.ʌlt/ /ə'dʌlt/ direct /daɪ'rekt/ /dɪ'rekt/ often /'ɒf.ən/ /'ɒftən/
cyclic /'sɪk.lɪk/ /'saɪ.klɪk/ detail /dɪ'teɪl/ /'diː.teɪl/
hotel /həʊ'tel/ Nobel /nou'bel/ certificate... /sə'tɪfɪkət/
component /kəm'pəʊ.nənt/ control /kən'trəʊl/ prefer /prɪ'fɜː/ applicable
contribute contribution synopsis /sɪ'nɒp.sɪs/ pl. synopses /sɪ'nɒp.sɪz/
protagonist processing
correct support /sə'pɔːt/ systemic /sɪ'stem.ɪk/ convey /kən'veɪ/ event percent
electron platform hierarchy committee magazine procedure suspense /sə'spens/
the academy / ðiː ə'kæd.ə.mi/
disputable /dɪ'spjuː.tə.bəl/ hospitable /hɒs'pɪt.ə.bəl/ VS. hospitality /,hɒs.pɪ'tæl.ə.ti/
isolation /,aɪ.səl'eɪ.ʃən/ matrix /'meɪ.trɪks/ civilization /,sɪv.(ə)l.aɪ'zeɪ.ʃ(ə)n/
dichotomy /daɪ'kɒtəmi/ epitome catastrophe guarantee employee
ascertain /,æs.ə'teɪn/ entrepreneur /,ɛn.trə.prə'nɜː/ fundamental /,fʌn.də'men.t(ə)l/
persevere /,pɜː.sɪ'viə(r)/ perseverance /,pɜː.sɪ'vi(ə).rəns/
sincere /sɪn'sɪə(r)/ sincerity /sɪn'ser.ə.ti/
silicon /'sɪl.ɪ.kən/ VS. silicone /'sɪl.ə.kəʊn/
human /'hjuː.mən/ VS. humane /hjuː'meɪn/ (Staying Humane in Inhumane Times)
<https://www.nytimes.com/2023/11/23/opinion/brutalizing-humanity-modernity.html>
comment (noun) /'kɒment/ VS. to comment (verb) on / that /'kɒment/
supplement (noun) /'sʌp.lɪ.ment/ VS. to supplement (verb) /'sʌp.lɪ.ment/
access (noun) /'æk.ses/ VS. to access (verb) /'æk.ses/
use /s/ (noun) VS to use /z/ (verb)
used /juːst/ (verb) VS. used (adjective)
used to /would + Verb /'juː.tu/ to be used to +Ving /juːst/
content (noun) VS. content (adjective)
abstract (noun) VS. abstract (adjective)
address (noun) VS. to address (verb)
decrease (noun) VS. to decrease (verb)
dispute (noun) to dispute (verb)
document (noun) to document (verb)
estimate (noun) VS. to estimate (verb)
emphasis (noun) to emphasize (verb)
excess (noun) /ɪk'ses/ /'ek.ses/ VS. excess (adjective) /'ek.ses/

increase (*noun*) VS. to increase (*verb*)
 impact (*noun*) VS. to impact (*verb*)
 insult (*noun*) VS. to insult (*verb*)
 object (*noun*) VS. to object (*verb*)
 permit (*noun*) VS. to permit (*verb*)
 process (*noun*) VS. to process (*verb*)
 produce/product (*noun*) VS. to produce (*verb*)
 progress (*noun*) VS. to progress (*verb*)
 project (*noun*) VS. to project (*verb*)
 protest (*noun*) VS. to protest (*verb*)
 suspect (*noun*) VS. to suspect (*verb*)
 revamp (*noun*) /'ri:væmp/ VS. revamp (*verb*) /'ri:væmp/
 record (*noun*) VS. to record (*verb*)

BrE VS. AmE

to improve /im'pru:v/ VS. improv=improvisation
 BrE /,imprəvaɪ'zeɪʃən/ AmE /,imprəvi'zeɪʃən/ to improvise /'imprəvaɪz/
<https://www.gsb.stanford.edu/insights/class-takeaways-spontaneous-management>
 minute VS. minute BrE /maɪ'nju:t/ AmE /maɪ'nʊ:t/
 experiment BrE /ɪk'sperɪ.mənt/ AmE /ɪk'sper.ə.mənt/ elite /i'li:t/
 BUT ex- /eks/ expert /'ek.spɜ:t/ expertise /,ek.spɜ:'ti:z/
 innovative BrE /'ɪn.ə.və.tɪv/ AmE /'ɪn.ə.veɪ.tɪv/
 qualitative BrE /'kwɒl.ɪ.tə.tɪv/ AmE /'kwɑ:l.ə.teɪ.tɪv/
 quantitative BrE /'kwɒn.tɪ.tə.tɪv/ AmE /'kwɑ:n.tə.teɪ.tɪv/
 sample BrE /'sɑ:m.pəl/ AmE /'sæm.pəl/
 privacy BrE /'prɪv.ə.si/ AmE /'praɪ.və.si/
 leisure BrE /'leɪ.ə(r)/ AmE /'li:zə/
 advertisement (ad) BrE /əd'vɜ:tɪs.mənt/ AmE /,æd.və'taɪz.mənt/
 iron BrE /aɪən/ AmE /aɪrən/
 via BrE /'vaɪə/ AmE /'vaɪə/ OR /'vi:ə/
 spherical BrE /'sfɪr.ɪ.kəl/ AmE /'sfer.ɪ.kəl/
 chimera BrE /kaɪ'mɪə.rə/ AmE /kaɪ'mer.ə/
 yacht BrE /jɒt/ AmE /jɑ:t/
 Xerox BrE /'ziə.rɒks/ AmE /'zɪr.ɑ:ks/
 xenophobia BrE /zen.ə'fəʊ.bi.ə/ AmE /zen.ə'fou.bi.ə/
 vitamin BrE /'vɪtə.mɪn/ AmE /'vaɪtə.mɪn/
 finale BrE /fi'na:li/ AmE /fi'næl.i/
 agile BrE /'ædʒaɪl/ AmE /'ædʒəl/
 agility /ə'dʒɪl.ə.ti/ leadership agility *лідерська гнучкість*
 template BrE /'templeɪt/ AmE /'templet/
 morale BrE /mə'rɑ:l/ AmE /mə'ræl/
 autonomous BrE /ɔ:'tɒn.ə.məs/ AmE /ɑ:'tɑ:n.ə.məs/
 omniscient BrE /ɒm'nɪs.i.ənt/ AmE /ɑ:m'nɪʃ.ənt/
 cosmos BrE /'kɒz.mɒs/ AmE /'kɑ:z.mous/ / /'kɑ:z.məs/
 router BrE /'ru:tər/ AmE /'rau.tə/
 worry BrE /'wʌr.i/ AmE /'wɜ:ɪ/ MIND 3 - r-colored/rhotic (retroflex) vowel
 folk BrE /fəʊk/ AmE /fouk/
 archive BrE /'ɑ:kɑɪv/ AmE /'ɑ:r.kɑɪv/
 vary BrE /'veə.ri/ AmE /'ver.i/ *варіювати*
 rationale BrE /,ræʃ.ə'nɑ:l/ AmE /,ræʃ.ə'næl/ *підвалини; фундамент; обґрунтування*
 VS. rational /'ræʃ.ən.əl/ *раціональний, розумний*

IEEE /aɪ 'tɪp.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 'aɪnstəɪn/,
 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 /'maɪ.l.tə/,
 Montreal /mɒn.tri'ɔ:l/,
 Ottawa /'ɒt.ə.wə/ or /'ɑ:ʒ.ə.wə/ (*mind flap T in American English*),
 Washington D.C. BrE /,wɒʃ.ɪŋ.tən dɪ'si:/ AmE /,wɑ:ʃɪŋ.tən dɪ'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'zʊr.i/, Desmond /dezmənd/,
 Louisville /'lu:ɪvɪl/,
 Albania /æl'beɪ.ni.ə/,
 Croatia /krəʊ'eɪ.fə/,
 Cyprus /'saɪ.prəs/,
 Czech Republic /,tʃek rɪ'pʌblɪk/,
 (the) Netherlands /'neð.ʒ.ləndz/,
 Nova Scotia, /,nəʊ.və 'skəʊ.fə/,
 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.fə/.

30 Technology English Words and Phrases To Help You Expand Your English Vocabulary

https://www.youtube.com/watch?v=LhnkoMJH0_0&ab_channel=ClubJamesStudios-EnglishSpeakingVideos

Speak About Science and Technology in English. 55 Words and Phrases in Less Than 4 Minutes!

https://www.youtube.com/watch?v=PIYL036RiaM&ab_channel=NewModelforLearningEnglish

Let's talk it over...

Are you a saver or a spender?

Are you a planner or a procrastinator?

<https://medium.com/writers-blokke/planner-orprocrastinator-how-do-you-get-things-done-aab44b2f19c1>

Planners and Procrastinators

There are two major categories that most people fall into: planners and procrastinators. Let's take a look at both.

Planners are highly organized, get things done ahead of time, make "to do" lists, meet the deadlines, double check everything. For them, almost always everything they do is never good enough. Procrastinators tend to wait until the last minute get started, struggle to meet the deadlines, they might even seem unorganized. Some say such people are distracted easily. But even among people who would identify themselves as procrastinators, there are different types. Some people get worried and anxious about getting things done, while others are confident they will get everything done, they just choose to work at their own pace.

Overall, planners seem to achieve more in less time, but, in fact, it all depends on your personality - what feels more comfortable to you and would work best. Actually, approximately 90% of people consider themselves to be procrastinators, according to recent research. That's a lot!

See also:

25 Most Asked Time Management Interview Questions with Answers

<https://futureofworking.com/time-management-interview-questions/>

25 Most Asked Multitasking Interview Questions [w/ Answers]

<https://futureofworking.com/multitasking-interview-questions-with-answers/>

11 Answers to "How Do You Prioritize Your Work" Interview Question

<https://futureofworking.com/how-do-you-prioritize-your-work/>

10 Great Answers to "How Do You Handle Stress" [Interview Question]

<https://futureofworking.com/how-do-you-handle-stress/>

Personality Types

<https://www.sci.news/othersciences/psychology/four-personality-types-06421.html>

TEST 1

I. Read the text and answer the questions that follow.

The Three Minute Thesis (3MT®) competition is an academic competition that challenges graduate students (Master's and Doctoral (PhD) students) to present their research in just three minutes, using only one static slide. The goal of the competition is to develop academic, presentation, and research communication skills among graduate students, and to encourage the exchange of ideas among researchers, students, and the public.

During the competition, participants must present their research in a clear and compelling way, using language that is accessible and understandable to a non-specialist audience. They must also engage their audience by sharing the significance and potential impact of their research, and by using storytelling and other creative techniques to make their presentations memorable, inspiring and engaging. At every round of the 3MT competition, each competitor is assessed on the judging criteria listed below:

Comprehension and content

- Did the presentation follow a clear and logical sequence?
- Did the presentation provide an understanding of the background and significance to the research question being addressed while explaining terminology and avoiding jargon?
- Did the presentation clearly describe the impact and/ or results of the research, including conclusions and outcomes?

Engagement and communication

- Did the presenter capture and maintain their audience's attention?
- Did the presenter convey enthusiasm for their research? Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Was the presenter careful not to trivialise or generalise their research?
- Did the PowerPoint slide enhance the presentation – was it clear, legible, and concise?

Overall, the Three Minute Thesis competition is an exciting and innovative way to showcase the research being done by graduate students, and to encourage more effective communication and collaboration between researchers, students, and the broader community. The first 3MT was held at The University of Queensland (UQ) in 2008 with 160 graduate students competing. Enthusiasm for the 3MT concept grew and its adoption by numerous universities led to the development of an international competition in 2010. Since its first launch, 3MT® has been held in over 600 universities across more than 85 countries worldwide.

- 1. *It could be inferred from the passage that Three Minute Thesis (3MT®)***
 - a. has become increasingly popular at The University of Queensland recently
 - b. has not become increasingly popular in recent years, with universities and research institutions around the world hosting their own local and national competitions
 - c. is assessed on the basis of one criterion only
 - d. has become increasingly popular in recent years, with universities and research institutions around the world hosting their own local and national competitions

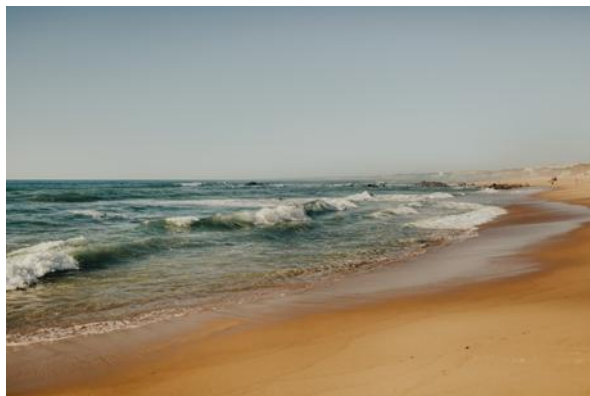
- 2. *Three Minute Thesis (3MT®) competition was launched in***
 - a. 2006
 - b. 2008
 - c. 2010
 - d. 2018

- 3. *Three Minute Thesis (3MT®) presentations***
 - a. should not exceed 3 minutes
 - b. should be creative
 - c. should be fascinating
 - d. all of the above

- 4. *How many slides can you use in 3MT® competition?***
 - a. 0
 - b. 1
 - c. 3
 - d. none of the above

- 5. *Judging by the text, what would be the most useful book to consult when creating a 3MT® presentation?***
 - a. Kate Scott "How to Write Essays: A Guide for Mature Students Who Have Forgotten How."
 - b. Alexine Jackman "The 5 Minute Guide To Overcoming Procrastination: Why you procrastinate, and personalized strategies to boost motivation and get things done."
 - c. Simon Sinek "Start with Why: How Great Leaders Inspire Everyone to Take Action."
 - d. Sue Fox "Modern Etiquette For Dummies."
 - <https://youglish.com/pronounce/Simon%20Sinek/english>
 - https://www.youtube.com/watch?v=M14eu8-YLu0&ab_channel=UniversityatBuffaloGraduateSchool

6. The underlined word competition could best be replaced by which of the following:
a. contest b. comparison c. quest d. agreement
7. The underlined word research could best be replaced by which of the following:
a. methodology b. review c. study d. requirements
8. The underlined word just could best be replaced by which of the following:
a. some b. several c. all but d. only
9. The underlined word goal could best be replaced by which of the following:
a. significance b. novelty c. aim d. relevance
10. The underlined word engage could best be replaced by which of the following:
a. interest and fascinate b. start and end c. improve and enhance d. propose and ask
11. The underlined word significance could best be replaced by which of the following:
a. importance b. timeliness c. future d. reliability
12. The underlined word techniques could best be replaced by which of the following:
a. equipment b. method c. methods d. data
13. The underlined word memorable could best be replaced by which of the following:
a. unimpressive b. insignificant c. undeniable d. unforgettable
14. The underlined word capture could best be replaced by which of the following:
a. grasp b. divert c. distract d. switch
15. The underlined word Overall, could best be replaced by which of the following:
a. In principle, b. Indeed, c. In particular, d. In general,
16. The underlined word numerous could best be replaced by which of the following:
a. much b. numeral c. quite a few d. few
17. The underlined word across could best be replaced by which of the following:
a. of b. between c. among d. over
18. The underlined phrase more than could best be replaced by which of the following:
a. over b. under c. approximately d. not much
19. The underlined word worldwide could best be replaced by which of the following:
a. locally b. regionally c. partly d. globally



Class Takeaway 3

What resonates with you? Please answer one of the questions.

The questions are open-ended and allow for a wide range of responses.

- Which scene from a movie, video, or TV program has left the most lasting impression on you, and why?
- What is your all-time favorite scene from a movie, video, or TV program?
- Which scene from a movie, video, or TV program has stayed with you long after you first saw it?
- What is a scene from a movie, video, or TV program that you find particularly moving or inspiring?

Sample answer:

Let me tell you about one of my absolute favorite scenes: the finale of Neil de Grasse Tyson's 2014 series: Cosmos: A Spacetime Odyssey, the episode named "Unafraid Of The Dark".

I've seen this many times, and I never get tired of it.

The author [Tyson] describes the interstellar travel, emphasizing Carl Sagan's role in the Voyager program. He talks about the famous "Pale Blue Dot" - a photograph of Earth taken on February 14, 1990, by the Voyager 1 space probe from approximately 6 billion kilometers. This image is one of history's most iconic images.



This image is shown along with the corresponding speech in Sagan's voice:

That's here. That's home. That's us.

On it, everyone you know, everyone you love, everyone you ever heard of, every human being who ever was, lived out their lives.

The aggregate of all our joys and sufferings, thousands of confident religions, ideologies and economic doctrines, every hunter and forager, every hero and coward, every creator and destroyer of civilizations, every king and peasant, every young couple in love, every hopeful child, every mother and father, every inventor and explorer, every teacher of morals, every corrupt politician, every superstar, every supreme leader, every saint and sinner in the history of our species, lived there...

The Earth is a very small stage in a vast cosmic arena...

Our planet is a lonely speck in the great enveloping cosmic dark...

This scene is also a powerful metaphor for human condition in the vastness of the cosmos. It is cleverly and creatively done, with a slow and gradual build-up of tension that draws the viewer deeply into the story... If you've never seen it, you should watch it.

Translation challenge

ректор the President (University President)

проректор provost

проректор з наукової роботи

проректор з навчально-виховної роботи

<https://provost.harvard.edu/>

<https://provost.harvard.edu/people/categories/leadership-team>

екстернат, екстерн PLA, PLA student (prior learning assessment (and recognition))

Вочевидь, ... /очевидно, ... It seems (that)...

Показовим є те, що... It is revealing (that)...

Найбільш показовим є те, що... Perhaps it is most revealing that

Addressing People Properly in English

Informal forms of address:

Love (in the UK – informally addressing people irrespective of gender)

https://www.youtube.com/watch?app=desktop&v=Ebb272kjmWQ&ab_channel=%F0%9F%94%97LeCapharna%C3%BCm2.0

You guys (informally addressing people irrespective of gender)

Honey (child, romantic partner, or younger person)

Pal (father or grandfather addressing a male kid)

Buddy / Bud / Bro / Dude (very informal among friends)

Baby / Sweetie / Honey (used by adults to address children)

Babe / Baby / Darling / Honey / Sweetie (romantic partner)

Formal forms of address:

Sir (adult male of any age)

Ma'am (adult female - formal North American term for an adult female
that often follows "yes" or "no.")

Madam (adult female)

Mr + last name (any man)

Mrs + last name (married woman who uses her husband's last name)

Ms / Miz/ + last name (married or unmarried woman; common in business)

Miss + last name (unmarried woman)

Dr + last name (some doctors go by Dr + first name)

Professor + last name (in a university setting)

<https://pi.ai/talk>

Hey there, great to meet you. I'm Pi, your personal AI, designed to be supportive, smart, and there for you anytime.

My goal is to be useful, friendly and fun. Ask me for advice, for answers, or let's talk about whatever's on your mind.

How's your day going?

Super.

Haha - gotta love that brevity. I'm glad to hear things are going well! What's made it a "super" day? 🌟

Work and play.

Ah, the elusive work-life balance. Sounds like you've got the perfect mix of productivity and relaxation happening today. Anything specific you're working on or playing with?

My research project.

Ooh - that sounds exciting. Research can be such a thrilling adventure. Tell me about the project you're working on. What's it all about?

Curricula development.

Curricula development - super interesting. So you're designing a framework for learning, basically. That's a pretty impactful job - what you create has the potential to shape the education and lives of many people. Is it for a particular field or grade level?

Both. I need to take care of syllabi as well.

A multitasker! Juggling both the course content and the organization of that content takes skill. Syllabi are so important - the right balance of detail and flexibility can really help students and teachers navigate the material. Are you working alone or as part of a team on this project?

Both ways:)

Nice - you get the best of both worlds. Collaboration can definitely bring unique perspectives and ideas to the table, but sometimes working solo can be more efficient and focused. Do you find yourself being more productive when you're working solo or as part of a team?

Solo.

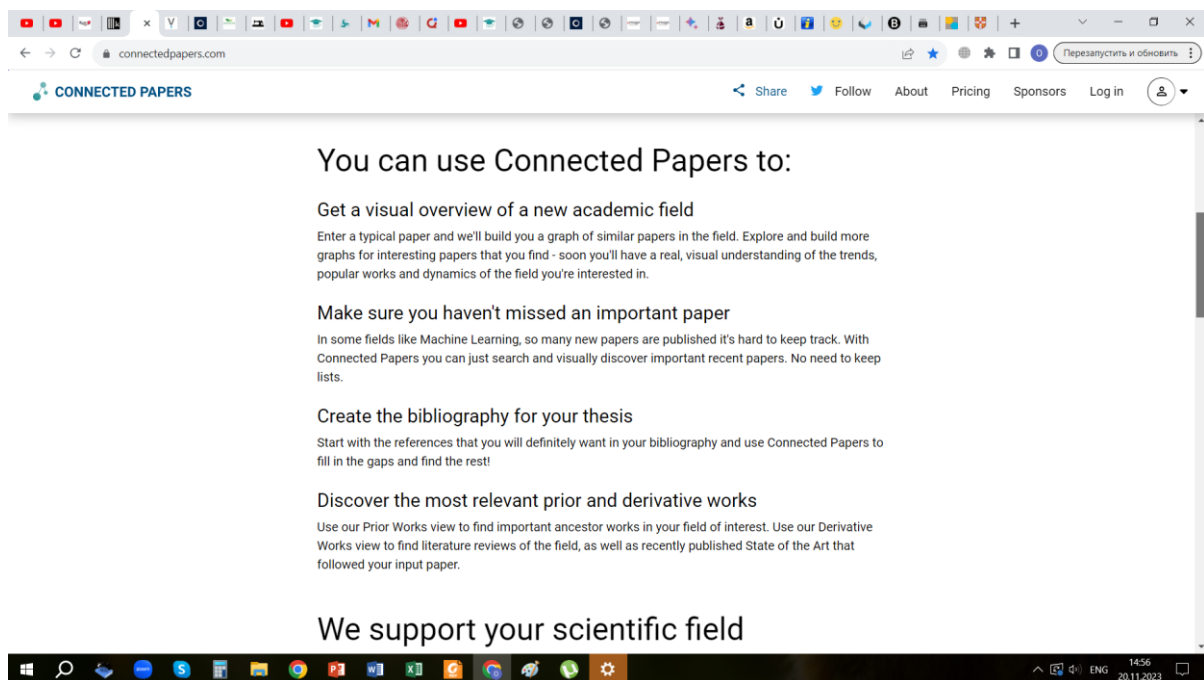
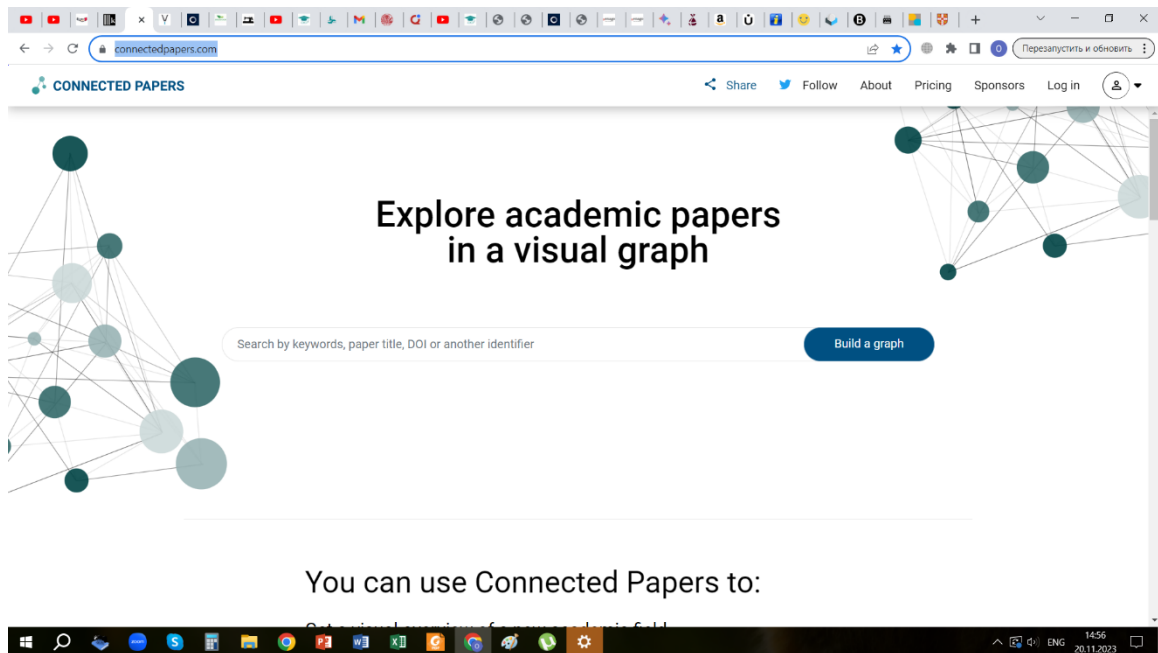
That independent streak can really help you stay on track and produce high-quality work without distractions. On the flip side, working alone can also mean you don't have others to bounce ideas off of or get feedback from. Have you found ways to combat that potential downside?

Not yet, I'm afraid.

No worries! One way to combat that could be to create a "virtual team" of sorts. You can create a group of experts or mentors (even if they're just virtual ones) that you can reach out to for feedback or different perspectives on your work. Think of it like building your own personal advisory board.



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



- ✓ What has been your overall experience with Connected Papers?
- ✓ What specific features or benefits of Connected Papers do you find most valuable?
- ✓ How has Connected Papers impacted your research process or workflow?
- ✓ What are some challenges or limitations you have encountered while using Connected Papers?

Plagiarism and How to Avoid It

Test 2

Listen to the passage and answer the questions that follow.

<https://soundcloud.com/user-925956704/the-different-forms-of-plagiarism-and-how-to-avoid-it>

1. What is the best title for the passage?
 - a. Accidental plagiarism and copy-paste/mosaic plagiarism
 - b. Direct plagiarism and self-plagiarism
 - c. Paraphrasing without acknowledging the source
 - d. Five common forms of plagiarism

2. Accidental plagiarism
 - a. is considered to be a minor case of academic misconduct
 - b. is the same as mosaic plagiarism
 - c. is as serious as other forms of plagiarism
 - d. acknowledging all pieces of information

3. Past works include:
 - a. ideas, concepts, methods, and minor elements of research papers you've discussed in your paper
 - b. ideas, concepts, findings of research papers you've discussed in your paper
 - c. ideas, concepts, findings, methods, and minor elements of research papers you've discussed in your paper
 - d. ideas, methods, and minor elements of research papers you've discussed in your paper

4. Quoting large portions of text *verbatim*
 - a. is generally not good practice in academic writing
 - b. is considered plagiarism
 - c. is about citing a single source
 - d. all of the above

5. At the end, the speaker suggests taking the following learning course:
 - a. Academic misconduct.
 - b. Taking notes.
 - c. Ways of paraphrasing.
 - d. Avoid rejections. Publish ethically.

THE FIRST STEP TO AVOIDING PLAGIARISM : CAREFULLY DOCUMENT ALL YOUR SOURCES

- If you quote someone's work directly, cite your source.
- If you put someone else's idea into your own words (or paraphrase it), you still need to cite the author.
- Quote your primary source(s) from the most canonical edition(s)

Example.

Version 1

Johnson and Andrews (2021), using an ABC technique, have shown that the general trend was relatively stable, but they indicated that this method was not applicable to all samples.

Version 2 PLAGIARISM

Johnson and Andrews (2021), using an ABC technique, have shown that the general trend was relatively stable. However, this method was not applicable to all samples.

Abstracting and Summarizing Information

Abstracting and summarizing information are two essential skills for effective communication and comprehension. Abstracting involves capturing the key points of a piece of text in a concise and informative way, while summarizing involves providing a broader overview of the text, highlighting the main ideas and supporting details.

Here are some general steps for abstracting and summarizing information:

1. Read the text carefully: Thoroughly read the text to gain a comprehensive understanding of the content. Pay attention to the key points, arguments, and supporting evidence.
2. Identify the main idea: Determine the central theme or message of the text. This is often stated explicitly in the introduction or conclusion. Examples, reasons, and facts support the main idea. Pay attention to any idea repeated/restated in different ways, and key word repetitions.
Look for logical connectors of contrast: they signal that the author is going to modify the previous idea. They are:

*but however on the other hand yet conversely yet conversely
though / although / even though / albeit
in contrast unlike on the contrary not so with nevertheless nonetheless still,
regardless in spite of / despite
even so when in fact while whereas at the same time
unfortunately, / sadly, / alas,... .*

3. Note supporting details: Identify the key facts, examples, and quotes that support the main idea. These details provide context and elaboration for the central theme.
4. Formulate the abstract: craft a concise and informative abstract that captures the essence of the text. Include the main idea, supporting details, and any significant conclusions or findings.

5. Write the summary: Provide a broader overview of the text, summarizing the main points and supporting details in a clear and concise manner. Summaries are typically longer than abstracts, ranging from a few paragraphs to a page or more.

Here are some additional tips for effective abstracting and summarizing:

- Use your own words: Avoid simply copying phrases or sentences from the original text. Paraphrase the information in your own words to demonstrate understanding.
- Be concise and avoid jargon: Use clear and concise language that is easy to understand. Avoid technical jargon or overly complex language that might obscure the main points.
- Maintain objectivity: Stick to the facts and avoid expressing personal opinions or biases. The abstract or summary should accurately reflect the content of the original text.
- Proofread carefully: Review your abstract or summary for any grammatical errors or typos. Ensure that the language is clear, concise, and accurately conveys the essence of the text.

Abstracting and summarizing information are valuable skills that can be applied in various contexts, including academic research, business reports, and personal studies. By effectively abstracting and summarizing information, you can communicate key ideas efficiently, enhance comprehension, and facilitate knowledge sharing.

Video Abstracts

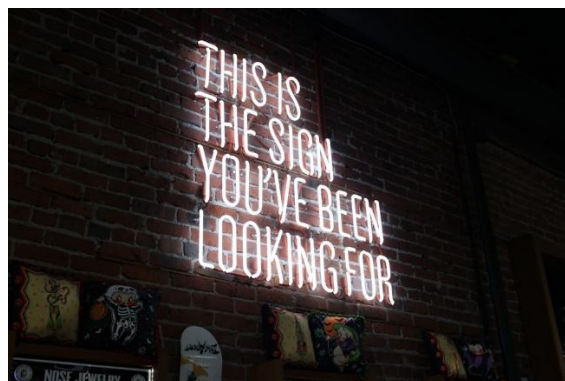
<https://study.sagepub.com/criticalthinking2e/watch-a-welcome-video>

How to create a scientific explainer video or video abstract (with examples)

Martin Zaumanis Peer Recognized

<https://peerrecognized.com>

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



Class Takeaway 4

Let's talk it over...

The Significance of Meaningful Activities: Contrasting Meaningful and Meaningless Pursuits.

Why should we prioritize meaningful activities over meaningless ones?

What are the benefits of engaging in meaningful activities?

How can we identify meaningful activities that align with our values and aspirations?

What are some examples of meaningful activities that can enhance our lives?

Meaningful vs. meaningless activities. Why are meaningful activities so important?

Sample Answer

We live in busy times, and they just seem to get busier.

I do have some free time, but not much, perhaps not enough.

Some of the things I do with my free time include:

- Reading news articles and books
- Watching videos and documentaries
- Listening to podcasts and music
- Learning languages

I find that these activities help me to stay up-to-date on current events, to expand my knowledge base, to learn and grow, and to improve my creativity and problem-solving skills. They also help me to relax.

Meaningless activities are senseless, purposeless, and worthless, in the first place.

Meaningful activities, on the other hand, are physical, social or leisure activities tailored to the needs and preferences of the individual.

They improve mood and help to combat depression and anxiety.

Some **meaningless** activities might include:

- sharing too much information about yourself on social media
- putting too much emphasis on the bad things that might happen
- frequent browsing of shopping sites

Some **meaningful** leisure activities might involve:

- reading a good book
- listening to soothing music
- doing exercise
- meeting old friends
- going for a trip
- spending quality time with your family

Whether or not most people fill their time with meaningless activities is a matter of opinion. Some people might define "meaningful activities" as those that are productive, while others might define them as activities that are simply enjoyable or relaxing. So there is no right or wrong answer to this question, as it depends on each individual's values and priorities.

However, there is some evidence that many people do spend a significant amount of time on activities that could be considered meaningless. For example Americans spend an average of five hours per day watching television. People also spend a lot of time on social media, playing video games, and browsing the internet.

While these activities can be enjoyable, they may not be considered "meaningful" in the traditional sense.

3MT Three **Minute** Thesis

20 **minute** presentation/talk BUT ALSO: 5 **Minutes** Podcast

***in detail / *in minute detail / *in full detail**– до тонкощів;
до дрібниць; до найменших подробиць; докладно; детально; розлого
e.g. *After discussing the problem in full detail, they decided to solve it.*
syn. thoroughly; exhaustively; comprehensively; *inside out;
*item by item; *point by point

VS. For more details, see...

Translation Challenge

1. Уважно слухайте!
2. They didn't have much of a choice.
3. But he tells a different story. / But he says otherwise.
4. I can't think of anything. Does anyone have any ideas?
5. Can you think of a reason why we shouldn't go there/do this?
6. What did you think of the/this movie?
7. What is the worst "white elephant" gift you've ever received?
8. Take it easy.
9. There is an exception to the rule, however.
10. Change is long overdue.
11. What soft skills do you need to achieve career growth?
12. "When the going gets tough, the tough get going." (*Joseph P. Kennedy*)

TEST 3

Precision and Accuracy

Accuracy and precision are alike only in the fact that they both refer to the quality of measurement. But they are very different indicators of measurement. Accuracy is the degree of closeness to true value. Precision is the degree to which an instrument or process will repeat the same value. In other words, accuracy is the degree of veracity (truthfulness) while precision is the degree of reproducibility.

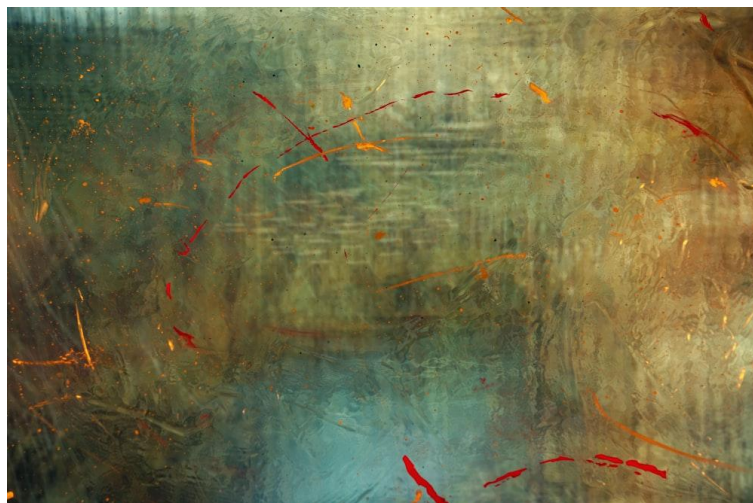
What does accuracy mean? If a measurement is accurate, it means that it agrees closely with the accepted standard for that measurement. What does precision mean? A measurement that is precise means that it agrees with other measures of the same thing.

Accuracy can be determined by one measurement while many measurements are needed to assess precision. In short, we can say that – in the first place – we want all our estimates to be accurate within a certain limit, and then we can concentrate on the precision afterwards. In this sense, it is a goal to achieve accuracy as soon as possible, and over time - to develop precision.

After: <https://www.forecast.app/faqs/what-is-the-difference-between-accuracy-and-precision>

1. *What is similar about accuracy and precision?*
 - a. Neither accuracy nor precision refer to the quality of measurements.
 - b. Both accuracy and precision refer to the quality of measurements.
 - c. Both accuracy and precision have nothing to do with measurements.
 - d. All of the above.
2. *What's the main difference between accuracy and precision?*
 - a. They are different indicators of measurement.
 - b. They are similar indicators of measurement.
 - c. They are not indicators of measurement
 - d. None of the above.
3. *The author implies that*
 - a. accuracy can be achieved only by multiple measurements
 - b. precision can be achieved by one measurement only
 - c. it's essential to have both accuracy and precision
 - d. both accuracy and precision are not essential
4. *The author concludes by saying that*
 - a. first and foremost, each measurement should be as precise as possible
 - b. first and foremost, each measurement should be as accurate as possible
 - c. first and foremost, each measurement should not be accurate at all
 - d. first and foremost, each measurement should be both accurate and precise early on

5. According to the text, “accuracy” and “precision” could best be translated into Ukrainian as:
 - a. «неточність» та «недостовірність»
 - b. «точність» та «достовірність»
 - c. «недостовірність» та «неточність»
 - d. «достовірність» та «точність»
6. The underlined word refer to could best be replaced by which of the following:
 - a. deal with
 - b. rely on
 - c. think of
 - d. do without
7. The underlined word But could best be replaced by which of the following:
 - a. And
 - b. Because
 - c. However
 - d. When
8. The underlined word very could best be replaced by which of the following:
 - a. a bit
 - b. somehow
 - c. in part
 - d. extremely
9. The underlined word accuracy could best be replaced by which of the following:
 - a. precision
 - b. truthfulness
 - c. assessment
 - d. attitude
10. The underlined word precision could best be replaced by which of the following:
 - a. accuracy
 - b. probability
 - c. exactness
 - d. evaluation
11. The underlined phrase In other words, could best be replaced by which of the following:
 - a. Put differently,
 - b. Likewise,
 - c. Similarly,
 - d. Not surprisingly,
12. The underlined word assess could best be replaced by which of the following:
 - a. evaluate
 - b. deny
 - c. exclude
 - d. develop
13. The underlined phrase In short, could best be replaced by which of the following:
 - a. In fact,
 - b. In the first place,
 - c. As a whole,
 - d. In brief,
14. The underlined word goal could best be replaced by which of the following:
 - a. idea
 - b. aim
 - c. result
 - d. process
15. The underlined word soon could best be replaced by which of the following:
 - a. early
 - b. late
 - c. often
 - d. frequently



TEST 4

(Reading+Listening Comprehension)

Read the text & listen to the podcast. Finally, answer the questions that follow.

The Delphi method

The Delphi method was originally invented by Olaf Helmer and Norman Dalkey of the Rand Corporation in the 1950s for the purpose of addressing a specific military problem - to forecast the impact of technology on warfare. The Delphi Technique is a method used to estimate the likelihood and outcome of future events. The method relies on the key assumption that forecasts from a group are generally more accurate than **those** from individuals. A group of experts exchange views, and **each** independently gives estimates and assumptions to a facilitator who reviews the data and provides a summary report. The group members, known as panellists, discuss and review the summary report and give updated forecasts to the facilitator, who again reviews the material and issues a second report. This process continues until all participants reach a consensus.

The results of the first round of questions, when summarized, provide the basis for the second round of questions. Results from the second round of questions feed into the third (and final) round. The experts at each round have a complete record of what forecasts other experts have made. Still, they do not know who made which forecast. Anonymity allows the experts to express their opinions freely and encourages openness.

Predicting the future is not an exact science, but the Delphi Technique can help you understand the likelihood of future events and what impact they may have on your project. The Delphi Method has been widely adopted and is still in use today.

After: <https://www.projectsmart.co.uk/tools/delphi-technique-a-step-by-step-guide.php>

Listen to the Podcast by Ricardo Vargas: copy the link and paste it in your browser:

<https://soundcloud.com/ricardo-vargas-podcast/understanding-the-delphi-technique?in=ricardo-vargas-podcast/sets/2012-all-episodes>

1. A facilitator is a key person who
 - a. is interested in science
 - b. should not take a neutral position
 - c. is unfamiliar with the topic to be discussed
 - d. helps a group of people to work together better
2. It could be inferred from the texts that the Delphi method
 - a. is an autonomous process
 - b. is an anonymous process
 - c. is a fast process
 - d. is often biased

3. It could also be inferred from the text that the biggest challenge about the Delphi method is that

- a. it takes time
- b. it is unreliable
- c. it is not accurate enough
- d. it is outdated

4. The Delphi method

- a. was sometimes used by people
- b. was never used regularly by people
- c. is used regularly by people
- d. was used regularly by people before the 1950s

5. The boldfaced word “those” refers to the

- a. assumptions
- b. individuals
- c. groups
- d. forecasts

6. The boldfaced word “each” refers to the

- a. expert
- b. view
- c. group
- d. facilitator

7. The underlined word method could best be replaced by which of the following?

- a. technology b. tools c. troubleshooting d. technique

8. The underlined word originally could best be replaced by which of the following?

- a. at first b. at least c. at times d. actually

9. The underlined word impact could best be replaced by which of the following?

- a. importance b. innovation c. influence d. result

10. The underlined word likelihood could best be replaced by which of the following?

- a. confidence b. location c. brainstorming d. probability

11. The underlined word outcome could best be replaced by which of the following?

- a. result b. chance c. charisma d. coincidence

12. The underlined word forecasts could best be replaced by which of the following?

- a. prognosis b. prognoses c. problems d. events

13. The underlined word provides could best be replaced by which of the following?

- a. gives b. takes c. compares d. replaces

14. The underlined word Still, could best be replaced by which of the following?

- a. Similarly, b. Specifically, c. In simple terms, d. However

15. The underlined word still could best be replaced by which of the following?

- a. even now b. later on c. probably d. at times

Collocations (Lexical Bundles, Co-Occurring Words)

Exercise 4

INSERT CORRECT LOGICAL CONNECTORS:

But but Here are some examples: for example, An example? Take

Collocation is a fancy term for words that go together – not for grammatical reasons, _____ more out of custom; which, as you know, is a powerful reason for doing lots of things, including the way we write. _____ the word campaign—in the military or political sense. What do you do with a campaign? You can *start* or *begin* a campaign. Ho hum. You can also *mount* a campaign. What words, _____ can you use for mentioning a hypothesis? You can *form* or *state* a hypothesis. _____ it's more professional to *frame* or *formulate* one.

1. We *captured* 70% of the domestic market last year (*high-impact*).
2. The company *conducts operations* in 20 different countries.
3. Our branch *enjoys* high sales.
4. It was, *without exaggeration*, the most perfect way to win an award

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akadempriodyka)

enjoy

v. (укр.) любити; отримувати задоволення (від); насолоджуватися /1/; користуватися (перен.); мати /2/

e.g. We enjoy research. /1/

The team has enjoyed enormous success. /2/

***Enjoy! (Inf.)** – (укр.) Насолоджуй(те)ся! Отримуй(те) задоволення!

e.g. Here's the new book. Enjoy!

***Enjoy your meal! (Inf.)** – (укр.) Смачного!

The excerpt below is laden with collocations:

experience **in** – when you know the field or subject

experience **with** – when you have dealt with someone or used something

experience **as** – work/professional experience

experience **at** – about places

experience **of** – about personal feelings

*“Science is **a great human adventure**, with **formidable challenges** and **priceless rewards**, **unimagined opportunities** and **unparalleled responsibilities**.”*

(Robert Hazen & James Trefil).

Also: **as a matter of fact**, = **in reality**, = **in truth**, = **actually**, = **in fact**,

фактично; реально; власне кажучи, насправді
 (,) in turn(,) *у свою чергу,*
 I totally understand (this), I usually/generally start with... *listen carefully*
 to make mistakes
 to do science
 a team of experts / *think tank
 delightful conversation / company
 words of wisdom
 polite society
 shelf life / best before (date)
 on the internet/Internet
 media coverage (of)
 significant progress
 a perfect opportunity
 a perfect example
 to expand/broaden (one's) career horizons
 *cutting edge (*innovative and advanced*) technology ./ research / design
 at the cutting edge / on the cutting edge
 to stay at the cutting edge
 to conduct cutting-edge research
 to employ cutting-edge methods
 to develop cutting-edge technology
 to implement cutting-edge solutions
 trial and error *метод спроб і помилок*
 the device reads... *прилад / пристрій показує...*
 (the) device readings *покази приладу*
 device / medium *засіб* VS. *medium* *середовище* LOOK FOR CONTEXT!
 to get rid of something = *to eliminate something*
 to double-check = *to check again when you are not sure about something*
 dressed up = *wearing the best clothes*
 dressed down = *dressed informally*
 right away = *immediately; now*
 to run into = *to meet someone unexpectedly*
 to run out of something = *to use something until it is finished*

work in progress *незавершена робота*

from now on *відтепер*

not impossible / not unlikely = possible / likely

would likely *найімовірніше*

highly likely = very likely *(є) велика ймовірність*

fake news *фальшиві/фейкові новини*

vicious circle *порочне коло*

problem in question = issue under consideration

питання/проблема, що розглядається

yet-to-be-specified *досі невизначений*

second to none = unique

out of control *некерований*

on the agenda *на порядку денному*

an assignment is work given to you (e.g. by your boss, teacher)

a task is work given to you (e.g. by your boss, teacher),

a piece of work to be done, OR work that you assign to yourself

rest assured *будьте впевнені, (що...)*

seminal work / paper *основоположна / засаднича праця*

seminal moment *історичний момент, важливий момент*

guarded optimism *обережний оптимізм*

brutal truth *жорстока правда*

bad connection = *bad/disruptive phone call quality*

it/that depends (on)

... , and rightly so *... , і це справедливо / правильно / небезпідставно*

educated guess *обґрунтоване припущення*

(the) so-called *так званий (not suitable/correct OR not yet known by many people)*

newly-minted *новоспечений, нововипущений*

graduates / alumni */ə'lm.naɪ/ випускники (університету)*

alumna *випускниця* **alumnus** *випускник*

ground rules *основні правила*

to pay/give/attract/garner/draw attention (to)

приділяти/звертати увагу (на), привертати увагу (до)

to draw conclusions/(a) conclusion (з)робити висновки/висновок

a **win-win** situation /solution = **mutually beneficial** situation /solution

взаємовигідний

a **no-win** situation *a situation with only bad results*

a **stark contrast** *різкий контраст*

to go on

1) to continue

Let's go on.

2) to happen

What's going on?

3) to start working/operating

The lights went on.

MIND the order:

my brother and I *я та мій брат*

my colleagues/friends and I *я та мої колеги/друзі*

we **estimate** the **cost** of (*rough estimate (Noun) *приблизна оцінка*)

we **evaluate** performance, condition

we **assess** quality, needs, value, risks, exact cost

.....(assessment – оцінювання, тест, контрольна робота)

on the spur of the moment = on impulse

a reasonable answer *обгрунтована відповідь*

perfect strangers *абсолютно незнайомі люди*

to recognize

1) визнавати, підтверджувати

We **recognize** (that) it is incomplete data.

I **recognize** that this is a different world with different technologies.

They **recognize the need for** reform, but note the difficulty in achieving that objective.

They **recognize the contribution** of their colleagues.

2) розрізняти розпізнавати

It is important **to recognize the distinction between** planned and impulse purchases.

3) упізнавати

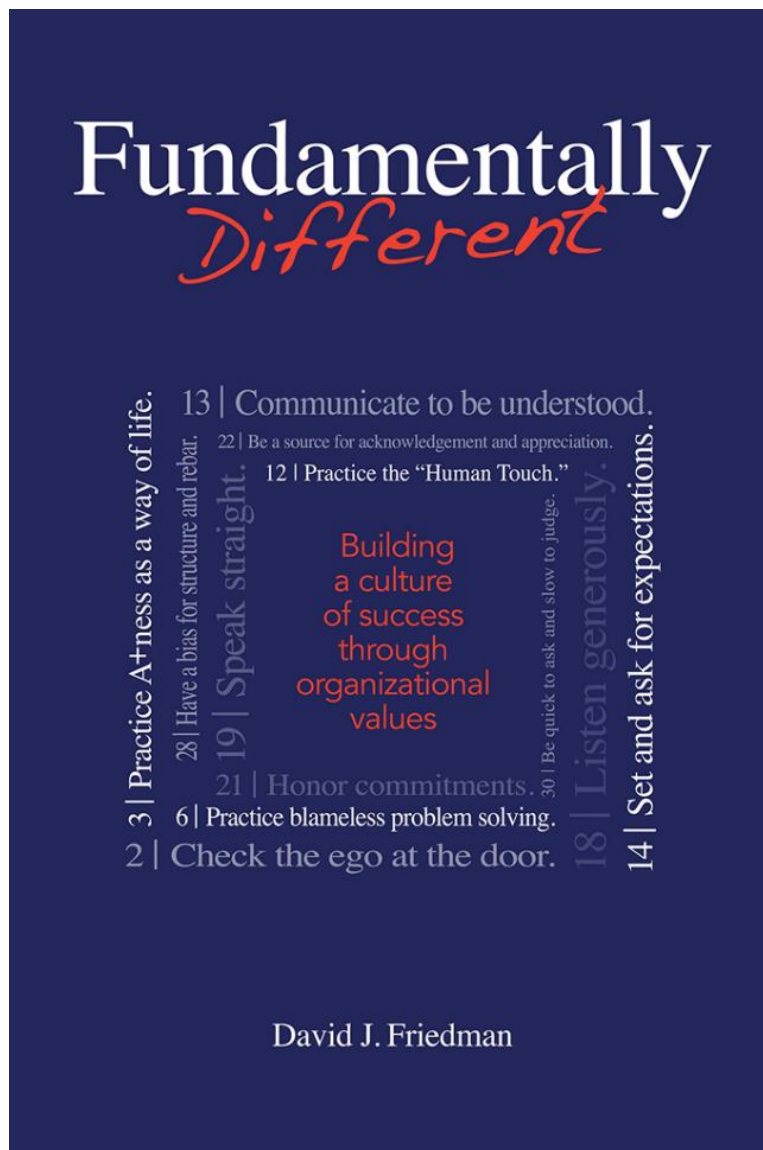
Did you **recognize** me? Did you know that was me?

***(scientific) relevance / timeliness** *(наукова) актуальність*

relevant

1. **pertinent (to); applicable; suitable; befitting; germane (to); -related;**
***to the point** *дотичний, доречний, релевантний*
2. **timely** *актуальний*

fundamentally different *принципово інший / принципово відмінний (від)*



You bet!*

expresses support, agreement, certainty or emphasis.

- It will take innovation.

- You bet!* *Ще б пак! Звісно!*

You bet you would. Ще й як!

Also used as a reply/ response to expressing gratitude (when someone thanks you):

- **Thank you so much** for your help.

- **You bet. / Anytime. / You are welcome. / No problem. / Sure! /**

- **Thank you!** / Thank you too. / **My pleasure. / It was my pleasure.**

- **/ The pleasure is all mine.**

More on Politeness (Politeness Collocations)

https://www.youtube.com/watch?v=4IF0xGeKMcg&ab_channel=RealEnglishSpeaker

Prepositions and Phrasal Verbs

an exception **to** the rule *виняток (і)з правила*

at the expense **of** *за рахунок*

(the) last but not least *не менш важливий*

to be interested **in**

the knowledge **of**... vs. knowledge **in** the field of ...

to consist **of** *складатися із*

to consist **in** *полягати у*

think **of** (*for a quick flash memory, for a moment*) VS. to think **about** (*longer time*)

Expressing opinions:

- What do you **think about**...?
 - What are your **thoughts on**...
 - How do you **feel about**...
 - What is your **stance on**...
 - What is your **perspective on**...
 - What is your **view on**...
 - What is your **take on**...
- What are **the pros and cons of**... ?
 - pluses and minuses**
 - advantages and disadvantages**

Also:

- **What makes a good** ... ?
- Can you **give us some examples of** ... ?

*More collocations with **think of / think about // think of/about**:*

I **can't think of anything**. Does anyone have any ideas?

Can you **think of a reason why** we shouldn't go there/do this?

What did you **think of** the/this movie?

I've been **thinking of/about** quitting my job.

Mind some terms:

concrete thinking VS. abstract thinking

English as *lingua franca* (ELF) / English as an international language (EIL)

translation *письмовий переклад*

simultaneous interpreting/interpretation *синхронний переклад*

consecutive interpreting *послідовний переклад*

solid state physics *фізика твердого тіла*

the humanities / human sciences *гуманітарні науки*

Human science (or human sciences) studies the philosophical, biological, social, and cultural aspects of human life through a broad interdisciplinary approach.

*hard science, *hard sciences *точні науки* VS. *soft sciences

*soft skills *соціальні навички та навички успішності*

<https://www.youtube.com/watch?v=SFdSUHslLhU>

*small talk *світська бесіда*

https://www.youtube.com/watch?v=L0wye4RzMjk&ab_channel=SpeakConfidentEnglish

Idioms (Fixed Collocations)

inspired by science:

*think tank *мозковий центр*

*by design (intentionally, deliberately, on purpose) *умисно, навмисно*

*human condition *людське існування*

*to be prone to *бути схильним до*

*to pose a question (to ask a question) *ставити питання*

*to be on the same wavelength = *to be on the same page *(бути) на одній хвилі*

*to be on the safe side, *про всяк випадок*

*data storytelling / storytelling with data

*not rocket science *робота, яка не потребує неабияких розумових здібностей;
легка, нескладна робота*

*to reinvent the wheel *заново (повторно) винаходити колесо (велосипед)*

***state-of-the-art** methods/methodology / technology/research / solutions / equipment / design
*(advanced, cutting edge, top-notch) сучасний; передовий; новий; новітній;
прогресивний; що знаходиться на передньому краї; що активно розробляється*

*once in a blue moon *дуже рідко; майже ніколи*

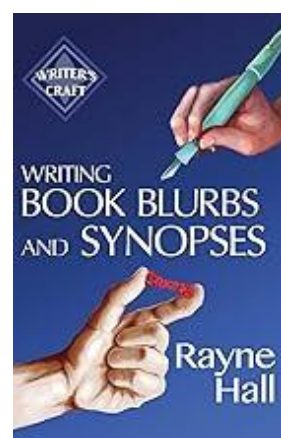
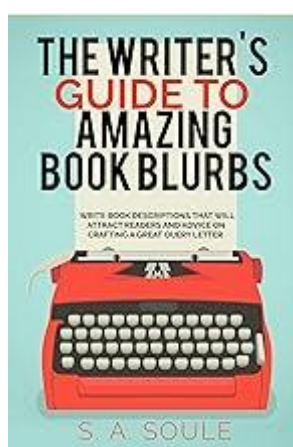
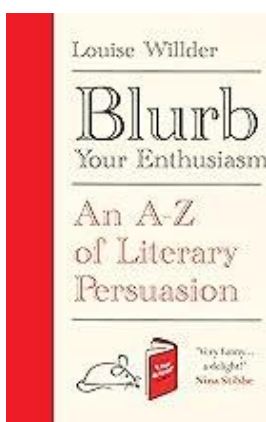
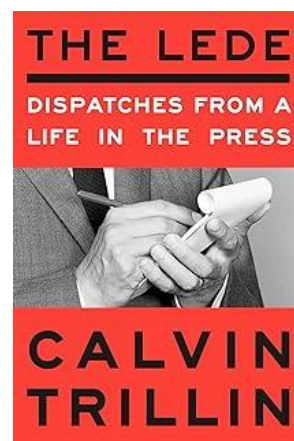
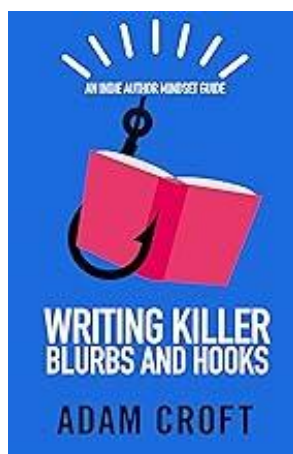
*practice makes perfect *повторення – мати вчення*

*it stands to reason (that) = it is logical / obvious (that)

(book) blurb

рекламна анотація книги

to blurb



Metaphors

And now, a word on **metaphors**. Metaphor (from the Greek —*metaphora*, meaning «transfer») directly compares **seemingly unrelated** subjects. Compare:

He is very good at sales. VS. He could sell sand to a desert dweller.

The phrase "**standing on the shoulders of giants**" is a metaphor which means "using the knowledge and discoveries of previous thinkers in order to make intellectual progress". It is a metaphor of dwarfs standing on the shoulders of giants (Latin: *nanos gigantum humeris insidentes*). This concept dates back to the 12th century and is attributed to Bernard of Chartres. The best-known use of this phrase was by Isaac Newton in a letter to his rival Robert Hooke, in 1676: "*What Descartes did was a good step. You have added much several ways, and especially in taking the colours of thin plates into philosophical consideration. If I have seen a little further it is by standing on the shoulders of Giants.*"

*More examples of **metaphors**:*

“All the world’s a stage, and all the men and women merely players.” (William Shakespeare)

He is **an open book**: he has nothing to hide.

She **wears her heart on her sleeve**: she shows her feelings readily.

Soon **you will be flying on your own**.

Let **your dreams be your wings** to carry you into the future.

Mama bear: an overly protective mother.

Procrastination is a thief of time.

Life is a highway.

Products are solutions.

Time is money.

Life is gambling. Life is a journey.

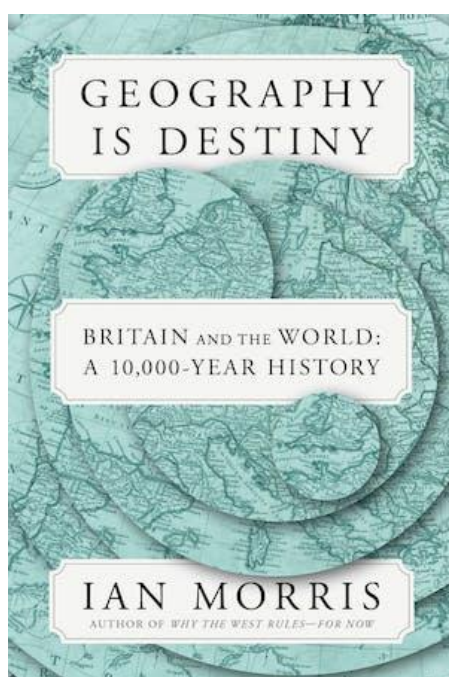
Negotiation is a two-way street.

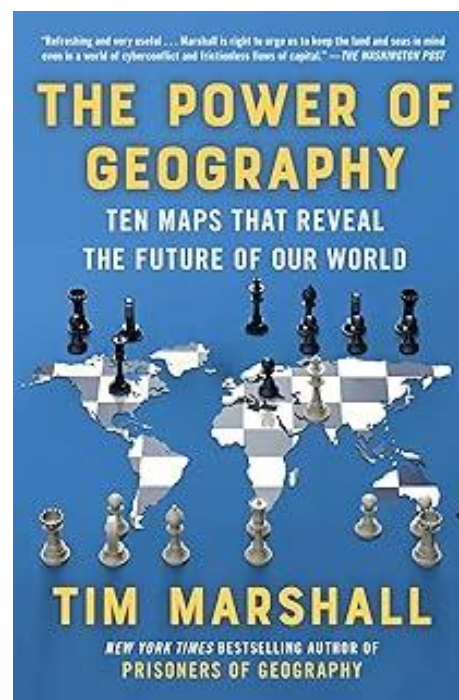
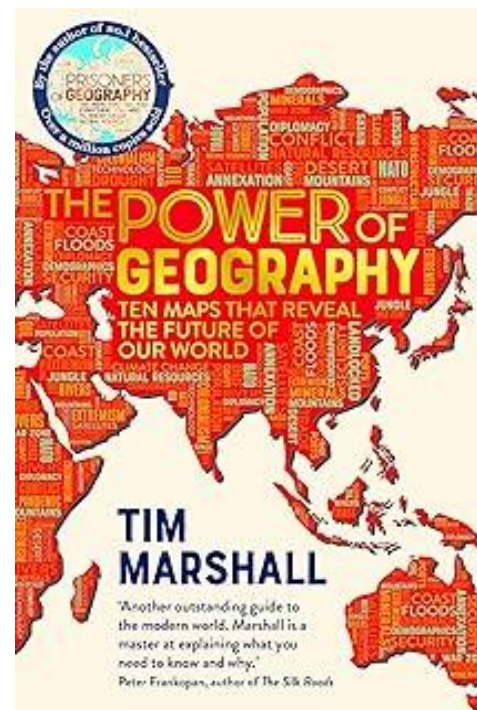
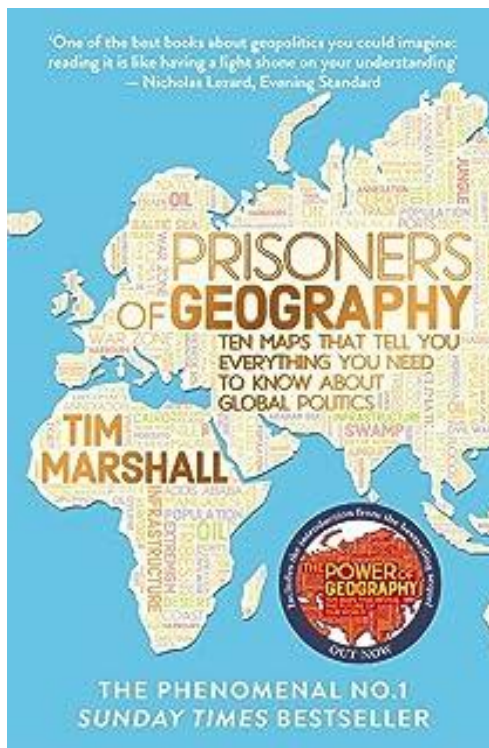
Organizations are gardens.

My home is my castle.

Work is the fulcrum of life. (*точка опоры/опертя*)
/'fulkrəm, 'fʌlkrəm/

Geography is destiny.





Metaphors are frequently used in **science** to explain complex concepts or phenomena by drawing analogies with more familiar or easily understandable ideas. Here are a few examples of metaphors used in science:

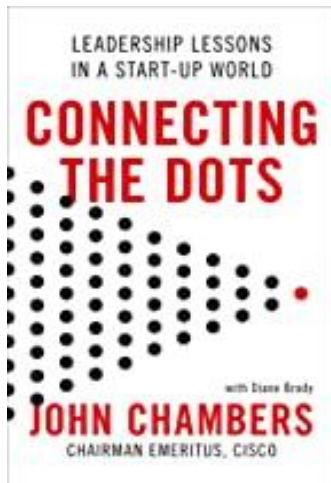
"The brain is a computer."

This metaphor compares the functioning of the brain to the operations of a computer, highlighting the brain's ability to process information, store memories, and execute tasks.

"The greenhouse effect is a blanket around the Earth."

The latter metaphor helps explain the phenomenon of the greenhouse effect by comparing it to a blanket that traps heat. It conveys the idea that certain atmospheric gases, such as carbon dioxide, act as a protective layer, allowing sunlight to enter but trapping heat within the Earth's atmosphere.

Note more **science related metaphors**:



connecting the dots



thinking outside the box

ABCD concept: always be connecting the dots (Richard Branson)

See Opportunity Everywhere

<https://productmanagers.network/abcd-always-be-connecting-dots/>

"Be on the lookout for what is new and interesting. Take time to use your intuition to interpret what you have discovered to generate great ideas. Focus and direct your ideas on creating value for your (internal & external) customer." (Richard Branson)

"Creativity is characterized by the ability to perceive the world in new ways, find hidden patterns, make connections between seemingly unrelated phenomena and generate solutions."
(Steve Jobs)

to resonate *"It resonates with me," he said when I asked why he likes it.*

to orchestrate *It's a really well orchestrated event.*

The Web – the Internet

half baked ideas

(a) tsunami of information

information fog

***rough diamond/*a diamond in the rough** діамант у пилуці (про людину)

a walking encyclopedia (someone very knowledgeable about everything)

cross-pollination of ideas / cross-fertilization of ideas

a marriage of silicon and previously incompatible semiconductors

a family of fonts

There is **an endless battle** between thermodynamics and gravity.

“The universe is a **cosmological computer.**” (Edward Fredkin)

A successful educator **keeps the finger on the pulse of** teaching methodology.

Both projects **were given green light.**

He's a very good engineer — he knows all the **tricks of the trade.**

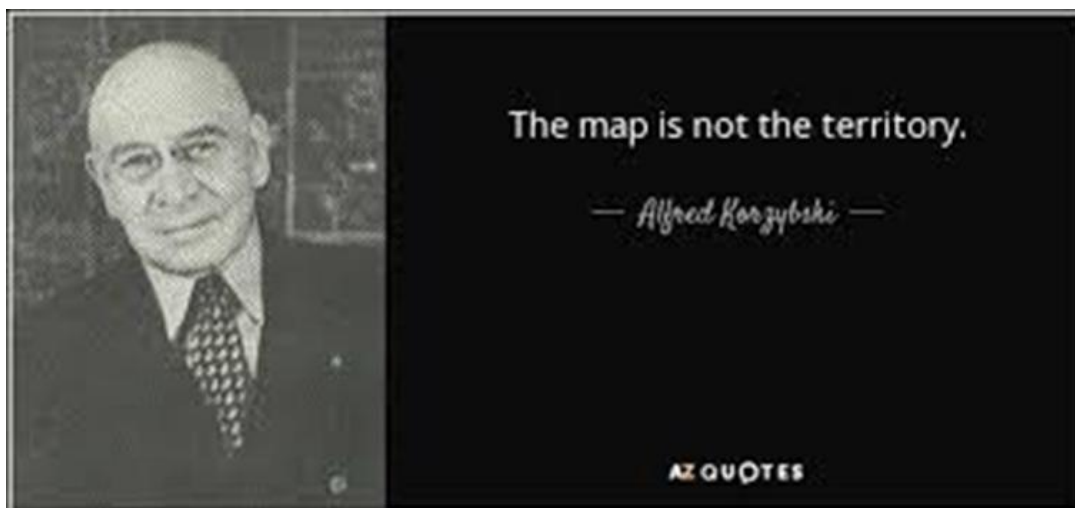
She is a valuable **asset** to any team.

After **exploring all avenues,** they finally **got** the project **off the ground.**

The company **is at the cutting edge of** telecommunications.

I'm sure you will **sail through** your dissertation defense.

Knowledge is power. (Sir Francis Bacon, “*Meditationes Sacrae*”)



“The map is not the territory” is a phrase coined by the Polish-American philosopher and engineer Alfred Korzybski.

Following March and Olsen (1976) the metaphor of a **“garbage can”** captures the idea of **various types of input** (such as individuals’ interest, issues that need deciding or local conditions) “thrown” into the decision-making process in a rather haphazard, unpredictable way. What comes out of the decision-making process is a product of that mix. (See: March, J. and Olsen, P. (1976) *Ambiguity and Choice in Organizations*. Bergen: Universitetsforlaget.)

Metaphors provide a way **to simplify complex scientific ideas and make them more accessible to a broader audience.** However, it is important to remember that metaphors have limitations and may not capture the full complexity of scientific concepts.

Metaphors Galore

Here is a special treat, from Elon Musk:

“You are my favorite hello, and my hardest goodbye.” ©



More metaphors for you to explore:

The invisible hand



The **invisible hand** is a metaphor for how self-interested individuals operate through a system of mutual interdependence in a free market economy. Adam Smith introduced the concept in his 1759 book “The Theory of Moral Sentiments” and later in his 1776 book “An Inquiry Into the Nature and Causes of the Wealth of Nations.”

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



A **bull market** occurs when securities are on the rise,

while a **bear market** occurs when securities fall.

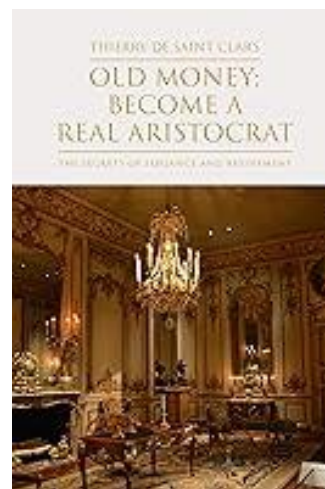
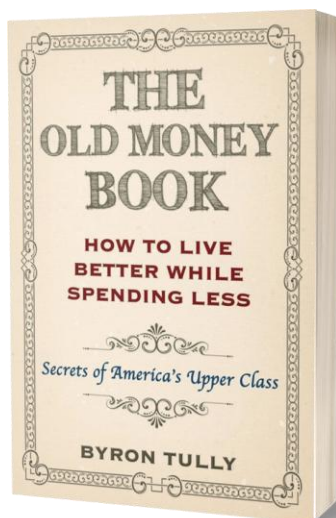
“Research abstracts are the 'information scents' which attract a novice researcher.”

(Mahalakshmi G S. Dilip Sam, Sendhilkumar Selvaraju. Mining research abstracts for exploration of research communities. Proceedings of the 5th ACM COMPUTE Conference: Intelligent & scalable system technologies January 2012 DOI: 10.1145/2459118.2459124)

"Old money" refers to families that have been wealthy for many generations.

This money metaphor often goes hand-in-hand with **"Blue Blood"**, especially in countries that have a tradition of social stratification, with nobility granted formal titles which elevated them above commoners. Even in places where no such formality exists, Old Money will tend to know "their sort" and keep to the same social circles, to the exclusion of the *Nouveau Riche*.

In the United States, the "oldest" of money will brag about their family arriving on the Mayflower (1620). After: <https://tvtropes.org/pmwiki/pmwiki.php/Main/OldMoney>



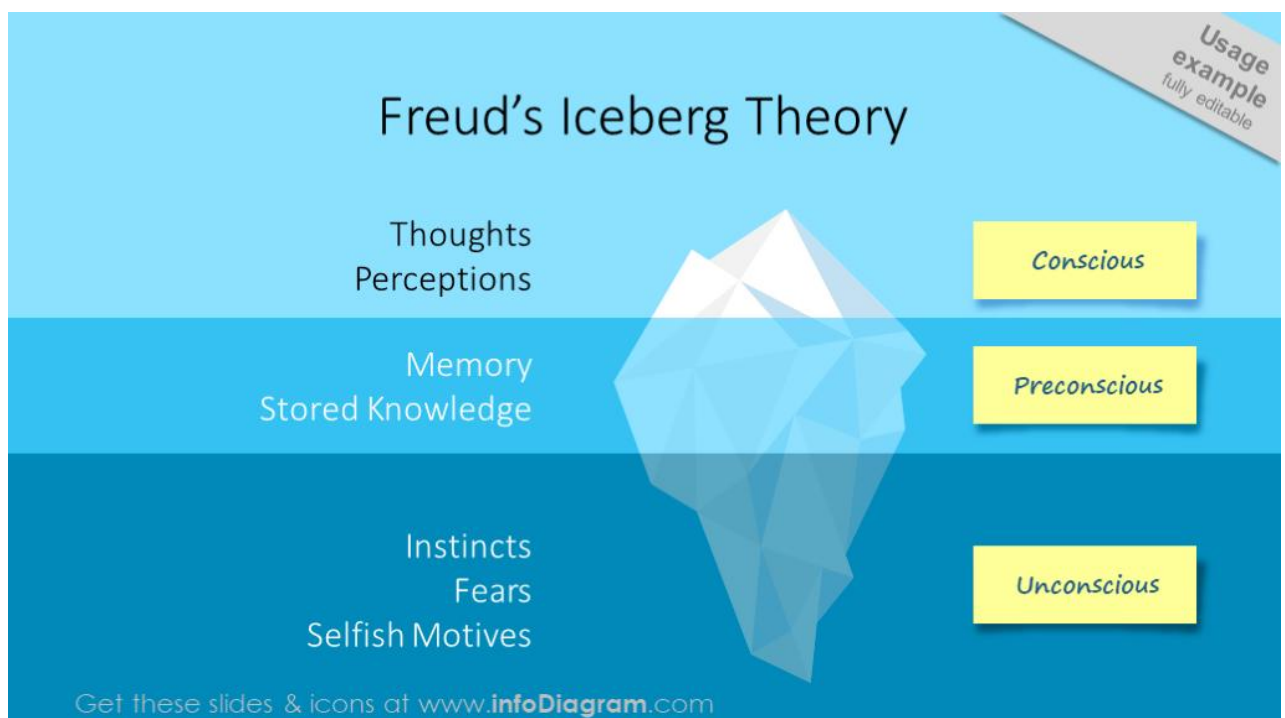
<https://www.amazon.com/Old-Money-Book-Spending-Americas-ebook/dp/B00C9PEJJ2>

“blue collar” – “синій комірць”; робітник на виробництві

The phrase "blue-collar worker" describes individuals who are involved in physically demanding manual labor. Welders, mechanics, electricians, and construction workers are among the frequently encountered occupations within the blue-collar category.

“white collar” – “білий комірць”; людина, яка працює в офісі; службовець; клерк

Upton Sinclair, the American writer, played a role in shaping the contemporary interpretation of "white-collar," as he associated the term with administrative tasks. White-collar employees are commonly found in office settings. As the name implies, they typically consist of professionals who wear formal attire, including white-collared shirts. Their responsibilities often revolve around desk-based tasks in roles related to clerical work, administration, or management.



According to Freud, the unconscious mind is the primary source of human behavior.

Like **an iceberg**, the most important part of the mind is the part you cannot see.

<https://blog.infodiagram.com/2018/06/iceberg-model-diagram-ideas-presentation-ppt.html>

iceberg house / iceberg home n. – будинок з великим, багатоярусним підвалом, який може бути більшим, ніж сам будинок.

e.g. *So far, big Canadian cities have no rules governing iceberg houses, and several of these huge caves already exist under homes in Vancouver and Toronto.* (www.macleans.ca, 2022)

Вперше вжито 2013 року.

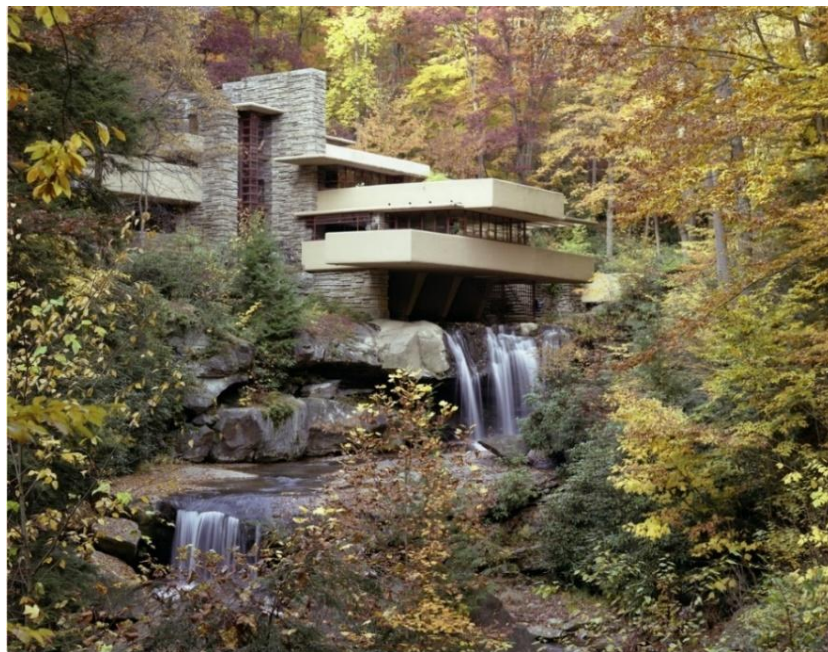
(Крамар Н. Словник англомовних неологізмів XXI століття. — К., 2022, ТОВ «НВП «Інтерсервіс», с. 22)

Video: **Environmental concerns raised as ‘iceberg homes’ become more popular**
https://www.youtube.com/watch?v=doOvhYqr8L4&ab_channel=CBCNews%3ATheNational



And here is an example of **metaphoric architecture**:

<https://www.re-thinkingthefuture.com/materials-construction/a3236-10-examples-of-metaphoric-architecture/>



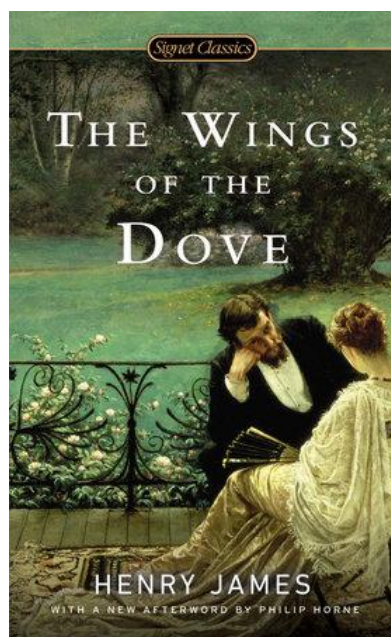
“Fallingwater” house designed by a prominent US architect, designer, writer, and educator **Frank Lloyd Wright** is a metaphor for prehistoric architecture: it conveys the sense of dwellings people used to settle among the rocks and trees.

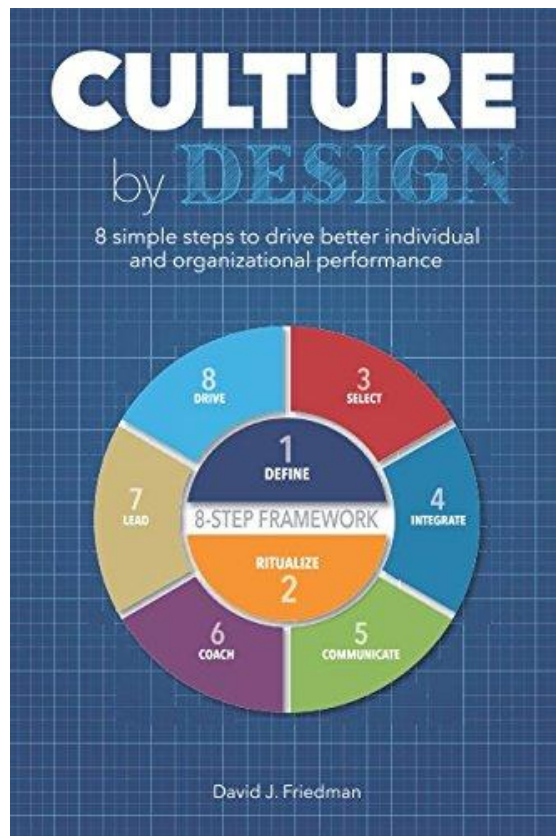
So visual metaphors can translate a complicated idea into a more understandable form.

Oysters are expensive nowadays, but hundreds years ago, they were eaten by almost everyone. The metaphoric idiom “**the world is one’s oyster**” is hundreds of years old. The phrase first appeared in Shakespeare’s play “The Merry Wives of Windsor” published in 1602. In Act II, a character named Falstaff says: “I will not lend thee (*you*) a penny,” to which another character, Pistol replied: “Why, then, the world’s mine oyster, which I with sword will open.” In other words, he can achieve what he wishes to achieve.



“The women one meets - what are they but books one has already read?
You're **a library of the unknown...**” (*Henry James, The Wings of the Dove*)

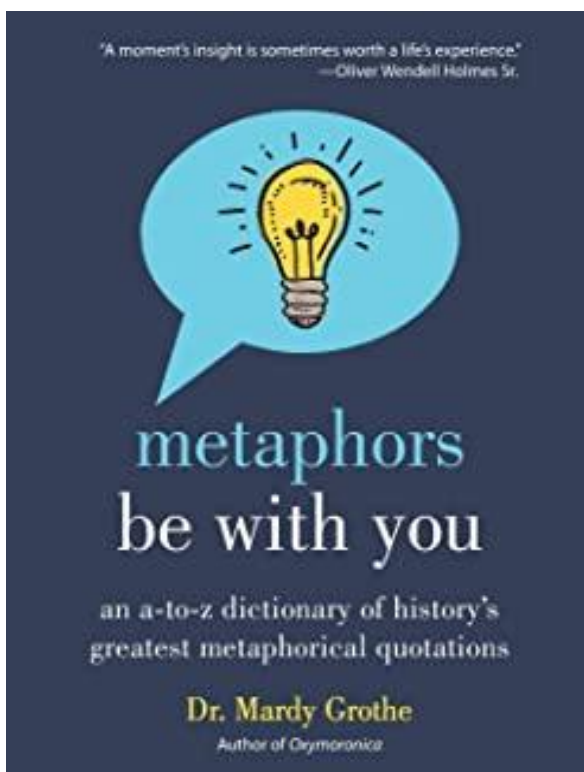




“In this **game-changing** book, David Friedman **cuts through the fog** and provides a simple, clear, and practical **roadmap** for building a **high-performing culture** - in any organization.”

(From book blurb, *amazon.com*)

Allusions



ONE MORE NOTEWORTHY POINT:

Here, we observe a case of **allusion** – **an indirect reference to a literary work, movie, person, place, thing, or event.**

The title “Metaphors be with you” alludes to “May the force be with you”, a phrase used to wish luck (from *Star Wars*).

More examples of allusions:

Cheshire cat smile

(from *Alice in Wonderland*, by Lewis Carroll)

I’m listening to **the king**. (Elvis Presley)

He is called **Newton** by his colleagues.

Achilles’ heel (the only weakness one has)

kryptonite (*Superman’s* weakness)

To blurb or not to blurb?

To be or not to be? (*William Shakespeare*)

To Blurb or Not to Blurb?

Do you think blurbs are an effective way to promote products or services?

What are the pros and cons of using blurbs?

When do you think blurbs are most effective?

What makes a good blurb?

Can you give some examples of effective blurbs?

See what **Steven King** says about it: **When to Blurb a Book, and When Not To**

<https://www.nytimes.com/roomfordebate/2012/03/06/riveting-the-quandary-of-the-book-blurb/when-to-blurb-a-book-and-when-not-to>

The Opinion Pages
ROOM for DEBATE

'Riveting!': The Quandary of the Book Blurb
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BILL MORRIS, JOURNALIST AND NOVELIST
- We Hate Them. We Need Them.
SHARON BOWERS, LITERARY AGENT

RELATED DISCUSSIONS

When to Blurb a Book, and When Not To
Stephen King, the novelist, wrote in Entertainment Weekly about blurbs.

UPDATED MARCH 7, 2012 4:13 PM

The late **Robert Parker**'s advice was, "Never blurb a book you've read, and never read a book you've blurbd." Cynical! I think blurbs can sometimes help quite a lot, but the idea that a writer can bring his core audience into the tent with a blurb ... you might as well try herding cats. I got some credit for the success of "**The Story of Edgar Sawtelle**" by blurbd it, which made me smile. That book would have been a bestseller if Britney Spears had blurbd it.

One thing I'd never do is blurb a book just because a friend wrote it. That's the road to hell. Whenever I do it, it's because I think it's a story readers would really like. A book like that is worth banging the drum for, if only to be on record.

Join Opinion on Facebook and follow updates on twitter.com/roomfordebate.

topics: books, literature, media, media industry

Exercise 5

Choose your favorite metaphor from the paper below, OR think about any other metaphor frequently used in your field. Be ready to talk about it (or perhaps, them?) in class.

Kramar, N., & Ilchenko, O. (2021). From intriguing to misleading: The ambivalent role of metaphor in modern astrophysical and cosmological terminology.

Amazonia Investiga. 10 (46), 92-100. <https://doi.org/10.34069/AI/2021.46.10.8>

<https://amazoniainvestiga.info/index.php/amazonia/article/view/1777/2052>

Exercise 6

Identify metaphors within the following XXI century neologisms. Choose your favorite one(s). (for more XXI century neologisms, see Крамар Н. Словник англомовних неологізмів XXI століття. — К., 2022, ТОВ «НВП «Інтерсервіс» https://langcenter.kiev.ua/Kramar_dictionary_2022.pdf

vitamin G n. (від gratitude – вдячність) – вдячність з огляду на пропагування її великого потенціалу для покращення самопочуття людини. e.g. This Thanksgiving, and throughout the year, don't forget your daily dose of Vitamin G – Gratitude! (sportsmedicineweekly.com, 2021) Вперше вжито 2018 року в назві книги американського вченого Прашанта Джейна Vitamin G : Gratitude: The Daily Supplement to create a magical Life of Fulfilment you deserve.

vitamin S n. (від social – соціальний) – соціальні контакти з огляду на їх критично важливу роль у здоровому розвитку людини. 130 e.g. Research points to three broad reasons why people need social contact with strangers, or “Vitamin S.” (www.psychologicalscience.org, 2021) Вперше вжито 2021 року.

Golden Quarter n. – період з жовтня по грудень, коли підприємці в роздрібній торгівлі отримують найбільший прибуток. e.g. Much like the rest of 2020, last year's Golden Quarter – traditionally the busiest shopping period of the year – was unprecedented and unpredictable. (checkpointsystems.com, 2021) Вперше вжито 2017 року.

Super Saturday n. – остання субота перед Різдвом, коли магазини отримують великі прибутки від покупців, які використовують останній шанс придбати подарунки. Див. також Panic Saturday. e.g. Super Saturday, also known as Panic Saturday, is the last Saturday before Christmas, a major revenue-generating day for retailers, and shoppers' traditional last chance for serious gift buying. (www.investopedia.com, 2021) Вперше вжито 2007 року.

crowdfunding n. (від crowd – громада, натовп і funding – фінансування) краудфандинг, «фінансування громадою» – добровільне виділення людьми чи організаціями власних коштів з метою допомоги іншим людям чи організаціям (наприклад, фінансування стартап-компаній). e.g. The different purposes wherefore crowdfunding can be used are from raising money to finance a new car or a vacation, making a movie, to the start-up of a company or developing an innovative idea. (www.businesslaw.org.ua, 2020) Вперше вжито 2007 року, внесено до Oxford English Dictionary 2015 року.

biomechatronics n. (від bio- – біо- і mechatronics – мехатроніка) біомехатроніка – міждисциплінарна галузь, яка інтегрує здобутки біології, механіки й електроніки. 28 e.g. Biomechatronics aims at integrating mechanical elements, electronics and parts of biological organisms (especially human beings). (www.frontiersin.org, 2022) Вперше вжито 2002 року.

blogosphere n. (від blog – блог і sphere – сфера) блогосфера – сукупність усіх блогів та блогерів в інтернеті. e.g. The blogosphere is considered a defined community within the larger scope of the internet due to the unique ways they interlink with one another and to the wider internet. (www.techopedia.com, 2016) Вперше вжито 2002 року, внесено до Oxford English Dictionary 2009 року.

digital transformation n. цифрова трансформація – зміни в організації, галузі чи країні, спричинені використанням цифрових технологій. e.g. Digital transformation marks a rethinking of how an organization uses technology, people, and processes in pursuit of new business models and new revenue streams, driven by changes in customer expectations around products and services. (www.cio.com, 2021) Вперше вжито 2011 року.

Green Friday n. (за аналогією до Black Friday) Зелена п'ятниця – альтернатива Чорній п'ятниці, коли споживачів заохочують утриматися від покупок або робити якомога більш стійкі та екологічні покупки. e.g. Instead of “shop ‘til you drop”, supporters of Green Friday encourage people to shop more mindfully and sustainably. (clickatree.com, 2021) Вперше вжито 2015 року.

breakout room n. сесійна зала – окрема кімната обговорення в програмах для організації веб-конференцій, у якій група учасників може відокремитися від основної зустрічі. e.g. Only meeting organizers on the desktop versions of Teams (Windows and Mac) can create and manage breakout rooms. (support.microsoft.com, 2022) Вперше вжито 2021 року.

green swan n. (за аналогією до black swan) зелений лебідь – кліматична подія, яка є неочікуваною і рідкісною, але має значні далекосяжні наслідки. e.g. Combined with a more traditional financial crisis, a green swan event could theoretically threaten the stability of the global banking and insurance sector. (www.forbes.com, 2021) Вперше вжито 2020 року.

Brexit n. (від Britain – Британія та exit – вихід) Брекзит – вихід Великобританії з Європейського Союзу в 2020 році. e.g. Brexit has already depressed growth in the U.K.'s financial center of London, which saw only 1.4% in 2018 and was close to zero in 2019. (www.thebalance.com, 2022) Вперше вжито 2012 року, внесено до Oxford English Dictionary 2016 року, Word of the Year 2016 за версією Collins Dictionary.

iceberg house / iceberg home n. – будинок з великим, багатоярусним підвалом, який може бути більшим, ніж сам будинок. e.g. So far, big Canadian cities have no rules governing iceberg houses, and several of these huge caves already exist under homes in Vancouver and Toronto. (www.macleans.ca, 2022) Вперше вжито 2013 року.

cancel culture n. культура скасування – форма остракізму, коли внаслідок тиску медійного резонансу людина чи компанія втрачає свою репутацію та професійний вплив. e.g. But conservative politicians and pundits have increasingly embraced the argument that cancel culture, rather than being a way of speaking truth to power, has spun out of control and become a senseless form of social media mob rule. (www.vox.com, 2020) Вперше вжито 2016 року, внесено до Oxford English Dictionary 2021 року.

unfriend v. видалити з друзів, «розфрендити» – видалити когось зі списку друзів у соціальній мережі. e.g. Whatever reasons you have for wanting to unfriend, unfollow, or block a Facebook friend are your business; fortunately, the actual unfriending process is a lot simpler than the complex weavings of the interpersonal issues behind your motivation to do so. (www.businessinsider.com, 2019) Вперше вжито 2003 року, внесено до Oxford English Dictionary 2009 року. Oxford English Dictionary Word of the Year 2009.

upcycling n. (від up – вгору і recycling – переробка) апсайклінг – виготовлення нових меблів, одягу, предметів із старих використаних речей. e.g. Upcycling is different from recycling because then you are grinding up materials and adding more energy footprint to the material, which is better than burning or landfilling, but not as efficient as upcycling. (www.bbc.com, 2020).

У вказаному значенні вперше вжито 2002 року в книзі Вільяма Макдонаха і Міхаеля Браунгарта *Cradle to Cradle: Remaking the Way We Make Things*. Внесено до Oxford English Dictionary 2014 року.

Cambridge Dictionary Word of the Year 2019.

up lit / Up Lit n. – жанр літератури, спрямований на підняття настрою читача. e.g. *Eleanor Oliphant Is Completely Fine* by Gail Honeyman, essentially the poster child of Up Lit, was named Book of the Year at the British Book Awards and also won a number of people's choice awards, but it's hardly the first addition to the genre. (www.refinery29.com, 2019) Вперше вжито 2018 року

chumocracy / Chumocracy n. (від chum – друг, приятель і гр. κράτος – влада) – правляча еліта, що складається з людей однакового походження, які знають один одного, навчалися разом тощо. e.g. The 'Chumocracy' of the UK government, as it has been dubbed by the media, has been criticised for apparently awarding Coronavirus-related contracts to friends, neighbours and business associates. (www.historyandpolicy.org, 2021)
Вперше вжито 2016 року.

churnalism n. (від to churn – штампувати і journalism – журналістика) чурналістика – зневажливий термін на позначення недобросовісної журналістської практики, коли журналісти передрукуюють прес-релізи та новини з інших сайтів з мінімальними змінами. e.g. Churnalism is a form of journalism in which news articles are copied directly from press releases, stories provided by news agencies, and other forms of pre-packaged material. (acmeug.org, 2020) Вперше вжито 2008 року.

microwork n. – низка завдань, які виконуються поступово різними людьми через інтернет і разом складають цілісний проєкт. e.g. In short, microwork refers to the human "jobs" that involve nudging artificial intelligence in the right direction. (www.theguardian.com, 2021) Вперше вжито 2008 року. **nanopublishing** n. (від nano- – нано- і publishing – публікування) – дешевий спосіб онлайнпублікування, заснований на моделі блогу. e.g. Nanopublishing firms run by former journalists, such as Nick Denton's Gawker Media and Jason Calacanis' Weblogs Inc, led the way, creating the likes of gadget blogs Gizmodo and Engadget, and political gossip blog Wonkette. (www.theguardian.com, 2004)

nanolearning / nano-learning n. *нанонавчання* – навчання шляхом сприйняття коротких порцій інформації чи онлайн-контенту.

e.g. *It's possible to apply nanolearning to corporate training – and it's happening! – but to do so, we must rethink the way we approach content, credentials and assessments.* (trainingindustry.com, 2020) Вперше вжито 2020 року

retail apocalypse n. апокаліпсис роздрібної торгівлі – термін на позначення тенденції до закриття багатьох фізичних магазинів з 2010 року внаслідок стрімкого зростання онлайнторгівлі. e.g. Physical retail stores aren't going anywhere, and I don't see a "retail apocalypse" happening in the near or even distant future – and here's why. (businessmondays.co.uk, 2022) Вперше вжито 2017 року.

STEAM n. (акронім від Science, Technology, Engineering, the Arts, and Mathematics) – напрям освіти чи навчальна програма, яка інтерпює STEM (STEM n. (акронім від Science, Technology, Engineering, and Mathematics) – напрям освіти чи навчальна програма, яка охоплює природничі науки (Science), технології (Technology), інженерію (Engineering) та математику (Mathematics) із мистецтвом.

e.g. *As a result, education professionals have developed the acronym STEAM (science, technology, engineering, art and math), leading many to assess STEM vs. STEAM, their merits, and their application in the professional sphere.* (www.ucf.edu, 2022) Вперше вжито 2014 року

microwedding n. – весілля з невеликою кількістю запрошених (зазвичай до 50 осіб). e.g. *While some are fundamentally smaller in guest count (elopements are considered more secretive and of-the-moment, whereas microweddings are full-on nuptials with up to 50 guests), only about 10 percent of all weddings in the U.S. in recent years fit into either category.* (www.theknot.com, 2020) Вперше вжито 2020 року.

catio n. (від cat – кіт і patio – патіо, внутрішній дворик) – закритий дворик біля будинку, в якому живуть домашні коти.

e.g. *A portmanteau of "cat" and "patio," a catio is an outdoor enclosure meant to keep cats safe as they play in your backyard.* (www.dailypaws.com, 2021) Вперше вжито 2016 року

Caturday n. (від cat – кіт і Saturday – субота) – субота, переосмислена як день для публікації в інтернеті лолкетів (див. **lolcat**) та інших зображень котів.

e.g. *Photos like this one of Brodie cat playing with his new bird toy are cute and are meant to be shared on days like Caturday.* (www.pennlive.com, 2022) Вперше вжито 2006 року.

lolcat / LOLcat n. (від lol / laughing out loud – гучно сміятись, інтернет-сленг для вираження бурхливого сміху і cat – кіт) *лолкет* – інтернет-мем, який містить фотографію кота чи кішки з гумористичним підписом.

e.g. *The meme's creator, Eric Nakagawa, announced his foray into a series of lolcat NFTs on Feb. (cointelegraph.com, 2021)* Вперше вжито 2006 року

mom cave n. – простір у будинку чи квартирі, який мама може обладнати на свій смак і використовувати його для усамітнення чи відпочинку.

e.g. *Later in the evening, when the kids are in bed, I sneak into my "mom cave" for a little alone time before I call it a night. (www.parents.com, 2020)* Вперше вжито 2007 року.

smart-casual / smasual adj. – термін на позначення одягу й аксесуарів, які є водночас елегантними та буденними.

e.g. *She has earned a dedicated following for her signature 'smasual' style. (www.logicsofts.co.uk, 2020)* Вперше вжито 2003 року

beditation n. (від bed – ліжка і to meditation – медитація) – медитація, яка здійснюється в ліжку.

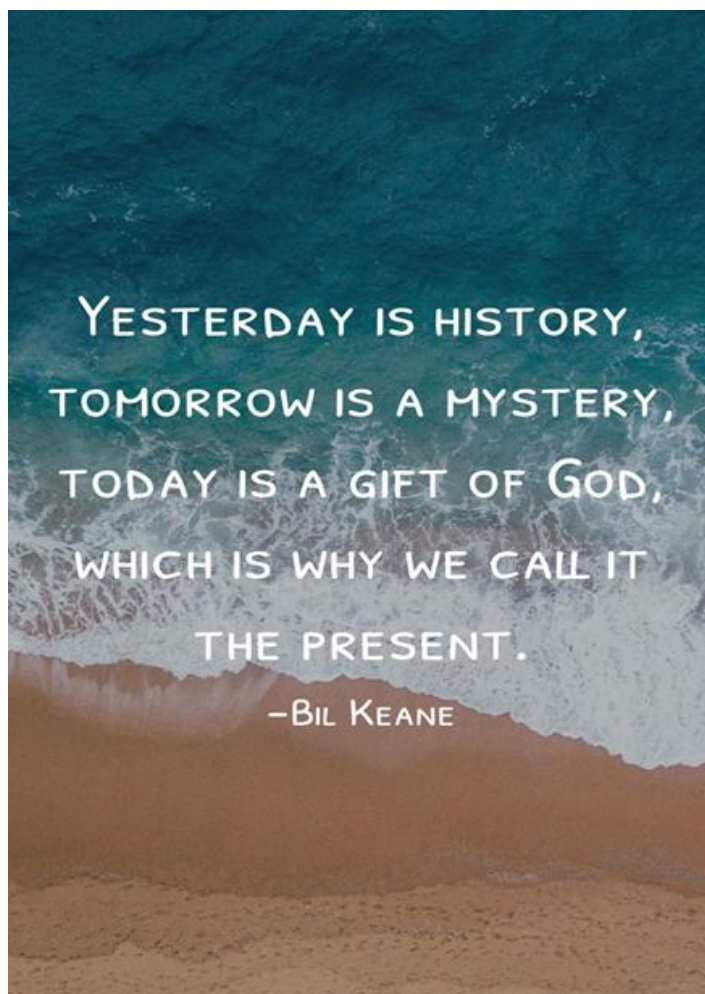
e.g. *The aim of beditation is to bring focus to the here and now, mindfully relaxing the mind and body through awareness of your breathing and the sensations in your body.*

(www.etrevous.com, 2020) Вперше вжито 2008 року

awe walk n. – прогулянка, під час якої людина докладає зусиль, щоб усе навколо помічати і відчувати, культивуючи в собі захват.

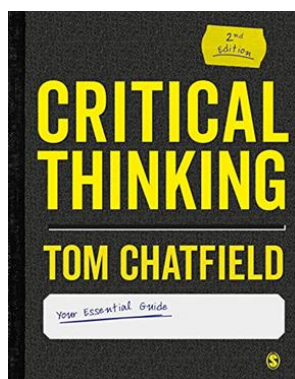
e.g. *The idea behind an awe walk, then, is that combining the known benefits of exercise with a topup of awe will make you even happier. (www.theguardian.com, 2021)*

Вперше вжито 2018 року.



Class Takeaway 5

Book Blurbs



What is critical thinking? How do you apply it in your assessments?
How do you build a good argument or find evidence?
Critical thinking is a set of techniques. You just need to learn them.
This is your personal toolkit for demystifying critical thinking. Clear and focused, it shows you how to sharpen your ability to think critically by developing and honing your skills.

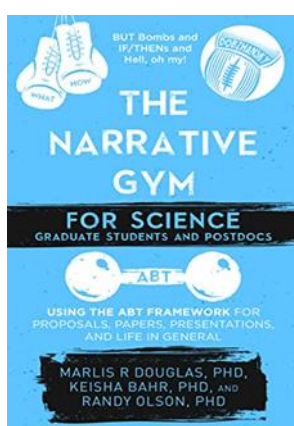
You'll learn how to:

- Build a solid argument and express your ideas clearly
- Evaluate evidence and identify errors
- Understand and account for biased or flawed thinking
- Become a savvy user of technology
- Sift through the deluge of digital information
- Develop confident critical writing.

Designed to work with a power pack of digital resources and exercises, you'll find practical and effective tools to think and write critically in an information-saturated age.

Whether you're starting your first degree or arriving as an international or mature student, this book equips you with the skills, insights and confidence to succeed.

This second edition has been redesigned and fine-tuned with a focus on accessibility: with a new and improved layout to improve the eBook experience, and updated language, examples and further reading recommendations throughout.



It's ABT Time: Science consists of equal parts research and communication, AND if you do a good job with communication then your research will reach its full impact, BUT communication can't be mastered in a day, THEREFORE get thee to the Narrative Gym with this book!

What is the ABT? Only the most important communications tool you'll ever need. It provides the core of narrative structure, which is what makes the difference between whether you bore or confuse an audience versus interest and engage them. The ABT is about the three forces of narrative (agreement, contradiction, consequence) which are embodied in the three words of the **ABT (and, but, therefore)**.

In this short, simple, practical book three scientists present what they have learned about the use of the ABT with science graduate students and postdocs. It provides an introduction to the ABT with an explanation of how to apply it to everything from proposals, papers and presentations to your life in general.

https://www.amazon.com/gp/product/B0BBLBR69T/ref=kinw_myk_ro_title

Let's talk it over...

Improv Leadership. What does "improv" stand for?

https://www.youtube.com/watch?v=XMfYQz3-tpE&ab_channel=StanfordGraduateSchoolofBusiness

The Words With Many Faces

echo (*noun*) /'ek.əv/ відлуння, відгук, резонанс VS. **to echo** (*verb*) *вторити*

When you *echo* someone's words, you repeat them or express agreement with an attitude, an opinion, or a statement that has already been expressed.

syn. reverberation(s) (відлуння, резонанс); *repercussion(s)* (наслідки)

to echo a sentiment *приєднуватися до думки, повторювати, вторити*
Many others echo this sentiment.

sentiment 1) ставлення, настрої, думка, погляд
2) почуття, сантименти

chemistry 1) the study of matter, analysing its structure, properties and behaviour to see what happens when they change in chemical reactions.
<https://www.newscientist.com/definition/chemistry/>
2) chemistry - the complex emotional or psychological interaction between people

mechanics 1) the study of physical forces on objects and their movement
2) the way in which something is done or operated
(*e.g. the mechanics of playing the musical instrument*)

issue 1) тема; проблема; проблематика; предмет обговорення
syn. topic, theme; subject / subject matter
2) випуск, видання; номер (періодичного видання)
***back issue** попередній (старий) номер (періодичного видання)
3) питання
e.g. For the sake of clarity, let's deal with each issue separately.
4) проблема; складність
syn. problem, challenge (noun)
e.g. I enjoy good debate. Is it an issue for you?

***at issue**– 1) (важливе питання) що розглядається; що обговорюється
*syn. essential point *in question; *under scrutiny; *under consideration/discussion*
e.g. What is at issue is their price.
The issue under consideration/ the problem at issue is biodiversity.

implication(s) 1) result(s), effect(s), outcome(s), findings
2) hint(s), hidden meaning, hidden implications,
something that is inferred (deduced or implied)

state (*verb*) – to speak

(*noun*). 1) держава

2) державний апарат/держапарат **government, authorities,**

3) стан **condition**

3) штат

4) пишність; пишнота; парадність; помпа **pomp, grandeur**

***state of affairs** – стан справ

***state of emergency** – надзвичайний стан

***head of state** – глава держави

United States Department of State/DoS/State Department/

Department of State – Державний департамент США

(міністерство закордонних справ)

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

***solid state physics** – фізика твердого тіла

***state-of-the-art** новітній, сучасний

Let's compare:

Collocation (two or more words that occur together and commonly used together by native speakers)

Connotation (implied meaning; the feelings or emotions associated with a word or phrase)

Advanced Technology vs. State-of-the-Art Technology: What's the Difference?

<https://www.linkedin.com/pulse/advanced-technology-vs-state-of-the-art-whats-difference-mayukh-roy/>

CONNOTATIONS:

| <i>Positive</i> | <i>Neutral</i> | <i>Negative</i> |
|-----------------|----------------|--------------------|
| interested | curious | nosy (nosy parker) |
| inexpensive | affordable | cheap |
| dynamic | energetic | hyperactive |

to be impressed

VS.

to be surprised

(strongly affected, especially *favourably*)

(showing an emotion due to an *unexpected* event)

a book about

VS.

a book on

a bunch of

(*everyday English*)

several

(*academic English*)

to convince VS. to persuade

to convince means "to cause (someone) to believe that something is true."

to persuade means "to cause (someone) to do something by giving reasons."

The key thing is:

“Persuasion leads to action, while conviction stays in the mind of those convinced.”

<https://writingexplained.org/convince-vs-persuade-difference>

key

noun

- 1) an object designed to open and close a lock
- 2) one of several small, usually square buttons on a typewriter or computer keyboard, mostly corresponding to text characters.
- 3) a piece of information (e.g. a password/passphrase) used to encode or decode a message or messages.
- 4) a guide to the correct answers
- 5) a hierarchical scale of musical notes

adjective

✓ indispensable, supremely important.

She is the key player.

They made several key points.

key (= missing piece)

cue a signal for action or a piece of information which aids the memory in retrieving details, or indicates a desired course of action (from Q, which was used in 16th and 17th centuries in stage plays to indicate actors' entrances)

clue an idea or a fact that serves to reveal something or solve a problem (from clew "a ball of thread")

Just remember this: *a detective searches for clues; an actor waits for his cue.*

clueless having no knowledge, understanding, or ability, **ignorant**

неуцький, невігласний

Translation Challenge

1. Share five things you're good at and good with.
2. Did I choose poorly?
3. You could have chosen a different major.
4. They could have chosen to live anywhere.
5. You got carried away.
6. This is everything you have worked for your whole life, and more.
7. We know the answer to that, do we not?/don't we?

8. She was no exception to the rule.
9. You just couldn't resist it, could you?
10. It may be the final proof.
11. I'll try to do my best. Try to do your best.
12. The game was too elaborate.
13. Deal with it.
14. It's high time you knew it. It's about time!
15. I was unable to call you yesterday.
16. I'm afraid, she was unable to do so.
17. What needs to be done?
18. We need to talk.
19. Recent research has kept the argument alive.
20. Learn about the latest research, reviews and news.
21. This was their last chance.
22. We had a bunch of ideas.
23. It is difficult to convey emotions.
24. Each day tends to be pretty diverse.
25. Working together, they designed a highly sophisticated research tool.
26. Holmes is the epitome of cool.
27. On Writing (and Writers): A Miscellany of Advice and Opinions. (*C. S. Lewis.*)
28. In Skyfall (2012), Q said, "Age is no guarantee of efficiency", to which Bond replied, "Youth is no guarantee of innovation". It was a witty response, by all means.

Citation Types

- <https://academicmarker.com/academic-guidance/referencing/referencing-features/citationtypes/what-are-the-four-types-of-academic-citation/>
- **Integral and Non-Integral citations**
- <https://academicmarker.com/academic-guidance/referencing/referencingfeatures/citation-types/should-i-mix-integral-and-non-integral-citations/>

Reporting Verbs

See also: O. Ilchenko, *The Language of Science*, pp. 19-20

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

According to...

the author // s/he says

As (last name)

found

states / writes / notes / shows / points out
demonstrates

indicates

reports

explores

mentions

considers

addresses

argues

claims / maintains / asserts / points out

agrees / argues for

disagrees / argues against

observes

explains

compares

defines

identifies

emphasizes / highlights / stresses

reviews

hypothesizes

discusses

explains

suggests

provides an example of...

reveals

suggests / **proposes**

suggests / **implies**

I / we

believe

think

mention

report

argue (argue for; argue against)

found

compare

describe

discuss

define

explain

address

suppose / presuppose / assume / surmise

This study investigates...

The article compares three approaches to ...

This paper addresses two issues/challenges/problems

answers the following **research questions**: ...

NOTE

A **research question** is a clear, focused question that guides a scientific study. It identifies what you want to learn or understand through your research. For example, if you're studying the effect of sunlight on plant growth, your research question might be, "How does the amount of sunlight affect the growth of plants?" This question helps you stay focused and directs your experiments and analysis.

A research question is **closely related to the aim** of a paper. The research question defines what you want to find out, while the aim of the paper explains the purpose of your study and what you hope to achieve. For example, if your research question is "How does the amount of sunlight affect the growth of plants?" the aim of your paper might be "to determine the impact of varying sunlight levels on plant growth." The research question helps shape the aim by providing a specific focus, and the aim sets the direction for your entire study, including your experiments, data collection, and analysis.

In summary, **the research question and the aim of the paper work together to guide your research**. The question pinpoints what you're investigating, and the aim describes the goal of your study based on that question.

Framing **hypotheses is closely related to formulating research questions**.

A research question identifies what you want to explore, and a hypothesis provides a testable **prediction** based on that question. For example, if your research question is "How does the amount of sunlight affect the growth of plants?" your hypothesis might be "Plants that receive more sunlight will grow taller than those that receive less sunlight." In this way, **the research question sets the stage for the investigation, while the hypothesis offers a specific prediction that can be tested** through experiments and analysis. The hypothesis helps to focus the research and provides a clear direction for collecting and interpreting data.

The argument is supported by three studies.

This example **shows/demonstrates/illustrates/reveals...**

This example **suggests...**

The author gives two reasons for ...

Recent research/study by Smith (2020) has illuminated ...

According to Jones (2023), / **As** Jones (2023) **argues**, (*integral citation*)

The importance of this is stressed by Andrews and Johnson (2023).

(*non-integral citation*)

Writing Abstracts

See also: O. Ilchenko, *The Language of Science*, pp. 38-43

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/learningguide-writinganabstract.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***

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

- Descriptive abstracts
- Informative abstracts
- **IMRaD** abstracts
 - Background
 - Aim or purpose of research
 - Method(s)used
 - Findings/results
 - Conclusion

(bA)(f)//A **IMRaD**// C(a)rb/(rw)(A)(Ab)
*brief abstract — foreword(preface) — abstract — introduction —
materials & method(s) — results — discussion — conclusions —acknowledgement(s)/(thanks)
— references— biographies — related works —appendix/appendices(appendixes)—
annotated bibliography*

ABSTRACTS:

- Structured (IMRAD)
- Semi-structured (written in only one paragraph)
- Non-structured (descriptive abstracts)

In short, a good abstract

- is coherent and concise
- employs key words
- covers all the essential elements of a full-length paper
- contains no information not included in the paper
- is written in plain, understandable English
- uses a mix of active and passive structures

Your Abstract should answer these questions about your manuscript:

- What was done? What did you do, and how?
- Why did you do this study or project?
- What did you find?
- What do your findings mean?
- Why are these findings useful and important?

<https://www.springer.com/gp/authors-editors/authorandreviewertutorials/writing-a-journal-manuscript/title-abstract-and-keywords/10285522>

Abstract template (one of many possible ones)

__X__ has attracted considerable attention in (*field of science*). Despite potentially promising applications, __X__ has not been significantly utilized in _____. This paper studies/explores the _____ of _____. First, we state the problems of _____, _____, and _____. After that, the _____ of _____ and _____ are theoretically derived from the perspective of _____. In particular, we present and validate an approach to _____ by using _____. Then, _____ are suggested for _____, and _____ are performed to make comparison with existing approaches. Finally, existing and new _____ for _____ are presented and evaluated.

Steps to Stylish English

Our suggested edit of the abstract written by Marianna Iakymenko:

The article deals with the concept of “infographics”, which has recently become a key in the sphere of visual communication, and therefore requires not only practical but also theoretical understanding. The basic definitions of “infographics” have been presented and systematized, its main tasks in the modern media have been analyzed. It has been determined that the main purpose of this phenomenon is to improve the process of the perception of information, its transmission in a compact and visually attractive message. As a result, it has been found out, that infographics is a new method of information environment and functions as an independent genre of mass media.

The article deals with ~~T~~the concept of “infographics”, ~~which~~ has recently become a key in the sphere of visual communication, and therefore requires ~~not only~~ **both practical and** ~~but also~~ theoretical understanding. The basic definitions of “infographics” have been presented and systematized, its main tasks in the modern media have been analyzed. **We systematize the definition of infographics and analyze its main tasks in modern media.** ~~It has been determined that~~ ~~T~~the main purpose of this phenomenon is to improve ~~improving~~ the process of the perception of information **information perception**, its transmission in **to transmit** a compact and visually attractive message. ~~As a result, it has been found out, that~~ **infographics is was found to be** a new method of information environment ~~and that~~ functions as an independent genre of mass media.

Class Takeaway 6

Let's talk it over...

Technology's Dual Edges: Progress or Peril?

<https://www.communication-generation.com/technologys-dual-edges-progress-or-peril/>

Related Topics:

Third Millennium: New Challenges

Why do new technologies need ethics?

How is the digital revolution transforming both education and daily life?

The Digital Divide: Humanity's Greatest Challenge?

Responsibility in Science

Artificial Intelligence: Threats and Promises

Science: A Double-Edged Sword

term to coin a term term of art вузькоспеціальний термін

term

1) **period** час; відрізок часу; період; сезон; фаза; тривалість

2) **deadline**

3) термін

***term of art** – спеціальний термін (*особливо юридичний*)

4) тривалість; строк; термін (*у.т.ч. навчання – семестр, чверть тощо*)

***blanket term/general term / *an umbrella term**

узагальнюючий термін; "термін-парасолька"

long-term / long-run довгостроковий; тривалий; довготривалий

terms

1) умови

2) взаємини

glossary (of terms) глосарій; словник спеціальних термінів

***to come to terms (with) = *to reach agreement** досягти згоди

***contradiction in terms** протиріччя, оксюморон

***to be on good terms (with)** бути у добрих взаєминах

***in simple words/terms, = *simply put,/put simply, // simply said, /stated,**

***in terms of = *in (the) light of** на підставі, з урахуванням, у світлі

***terms of reference/TOR** коло повноважень

***T&Cs / *terms and conditions / *terms of use** умови (користування, контракту тощо)

***food for thought** пожива для розуму

***rat race** гонитва за грошима та успіхом, жорстока конкуренція

***double-edged sword** = *a flip side (to) = *the other/flip side of the coin =

*the dark side of the problem = *mixed blessing

зворотний бік медалі; негативна сторона справи; палиця на два кінці

Antonyms are words that have opposite, contradictory meanings

(for instance, **day** ≠ **night**, **victory** ≠ **failure**, **on** ≠ **off**)

renowned/eminent/celebrated (славетний) ≠ **notorious/infamous** (сумнозвісний)
/'ɪnfəməs/

Headwinds vs Tailwinds

These are two common terms used in business/finance. A **tailwind** is a **positive factor** that either helps the growth of an economy/country. A **headwind** is the opposite of a tailwind. It means a **negative factor** that could affect either the growth of an economy or country. The two terms have their origin from sailing. A headwind is a wind blowing in the opposite direction of a ship. That will slow it down. A tailwind is a wind that blows in the same direction the ship moves. That is positive for it. It will enable the ship to move faster

<https://themoneyafrica.medium.com/headwinds-vs-tailwinds-3b3aa898f46f>

Synonyms are words that have nearly the same (or – rarely – the same) meaning as

another word (or phrase), like **postpone** = **defer** = **put off**

memorable = **evocative**

for example = **for instance** = **e.g.** = **such as** = **like**

mindset = **mentality**

preordained=**predestined** (**BUT doomed** – certain to have problems, ill-fated)

quiddity

characteristic, trait

repercussions

bad or unforeseen effect, backlash

surprisingly

unexpectedly

COMPARE:

gap

1) *an opening in anything made by breaking*

2) *a vacant space or time (I have a gap in my schedule next week)*

chasm

1) *abyss, a deep opening made by disruption*

2) *a large difference of opinion (theoretical chasm)*

a loser переможений, невдаха (*the one that has already lost, gave up*)

an underdog аутсайдер, невдаха (*is NOT a loser, just someone not expected to be victorious*)

a scapegoat цап відбувайло (*but NOT a loser, rather, the truth seeker*)

The Center **for** Foreign Languages = The Center **of** Foreign Languages

BUT:

| | | |
|---------------------------------------|------------|--------------------------------------|
| <u>assessment for learning</u> | VS. | <u>assessment of learning</u> |
| is <i>formative</i> | | <i>summative</i> |
| is <i>informal</i> | | <i>formal</i> |
| is about <i>learning process</i> | | <i>learning outcome</i> |

***lean and mean writing = *lean writing**

***under-the-radar = *below-the-radar = *beneath-the-radar = *in stealth-mode**
(*unnoticed, undetected, lesser known, secret*)

It was an under-the-radar brand. They still plan to stay below the radar.

I'm operating in stealth-mode.

involve

- 1) містити; включати (перелік може бути повним або неповним); охоплювати
- 2) підпадати під (дію); бути у межах
- 3) вимагати; потребувати
- 4) входити (до); бути частиною
- 5) чинити вплив; позначатися на; зачіпати

synonyms:

1. to comprise
2. *to fall within
3. to require
4. *to go into
5. to affect

Exercise 7 Find other words to replace the overused word **involve**:

(1) A major fact of corporate life is that problems often **involve** several departments or specializations or both. (2) For this reason, the heart of the report – the tough analysis and recommended solutions – **involves** a group or team effort. (3) This is almost inevitable, given all the research **involved** and all the areas that can be affected by it. [(4) If the problem **involves** only the department, the team only needs to include department members. (5) If it also **involves** a division, it should draw members from both levels.

(1) A major fact of corporate life is that problems often **involve** several departments or specializations or both. (2) For this reason, the heart of the report – the tough analysis and recommended solutions – _____ a group or team effort. (3) This is almost inevitable, given all the research _____ a report and all the areas that can be affected by it. (4) If the problem _____ only the department, the team only needs to include department members. (5) If it also _____ a division, it should draw members from both levels.

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akadempriodyka)

MIND:

involved –*adjective* 1) залучений (до) I'm **involved** in R&D.

2) складний It was an **involved** explanation.

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*.

Disruptive innovations

- target new or previously underserved markets
- offer simpler, more affordable, or more accessible solutions
- often involve a new technology or a different business model

Breakthrough innovation involves developing new products, services, or processes that create a significant impact on the market and change the way things are done.

Breakthrough innovations

- focus on existing markets and established customers
- offer significant improvements in performance, features, or functionality
- build upon existing technologies and paradigms

All in all, there are four types of innovations:

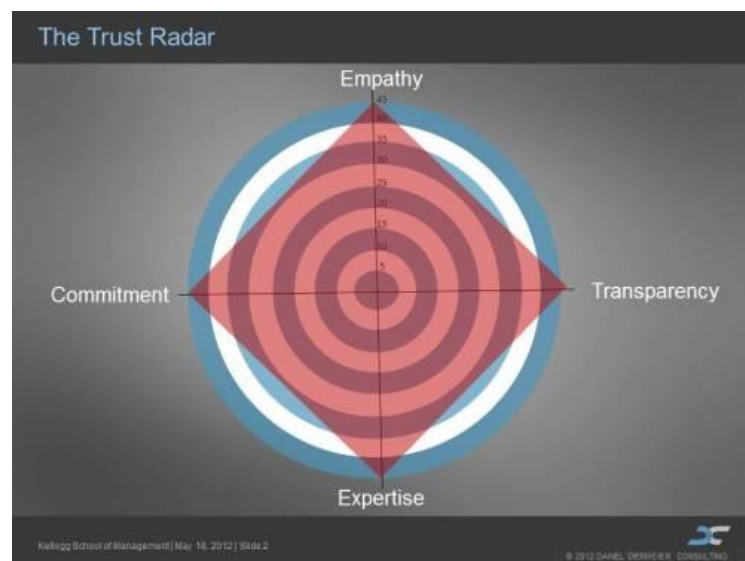
- ❖ sustaining innovations / transformative innovations *підтримуючі інновації*
- ❖ basic research *фундаментальні дослідження*
- ❖ breakthrough innovations *проривні інновації*
- ❖ disruptive innovations *дизруптивні інновації*

The Industrialist's Dilemma

Five lessons in five minutes: lecturer Robert E. Siegel teaches you **how to survive disruption**. <https://www.gsb.stanford.edu/insights/class-takeaways-industrialists-dilemma>

Translation challenge

1. “Lean and mean” writing (or just lean writing) focuses on cutting down the unnecessary. It is a concise, data-driven form of writing, designed to enable the reader to quickly find what they are looking for.
2. Evocative writing produces vivid image, intense emotions, and responses in people.
3. “The trouble with being in the rat race is that even if you win, you’re still a rat.”
(Lily Tomlin)
4. “A term of art” is a word or phrase that has a precise, specialized meaning within a particular field or profession.
5. “Disruptive innovation” has been a buzzword since Harvard Business School professor Clayton Christensen coined it.
6. According to Christensen, disruptive innovation is the process in which a smaller company, usually with fewer resources, is able to challenge an established business (often called an “incumbent”) by entering at the bottom of the market and continuing to move up-market. <https://online.hbs.edu/blog/post/4-keys-to-understanding-clayton-christensens-theory-of-disruptive-innovation>
7. All disruptors are innovators but not all innovators are disruptors.
8. While often used interchangeably, breakthrough and disruptive innovations represent distinct concepts in the world of business and technology.
9. Developed by the late Professor Clayton Christensen and his longtime collaborator Bob Moesta, the Theory of Jobs to Be Done (or Jobs Theory) is an incredibly useful framework that helps innovators better understand consumer behavior.
10. There is no one in either the corporate or academic sphere with greater expertise in the area of corporate reputation than Dr. Daniel Diermeier. An award-winning professor at the Kellogg School of Management, Northwestern University, Dr. Diermeier has blazed a path in understanding the significance of reputation management and demonstrating how a company can create a program so powerful that it can help turn a potential public disgrace into a public image success story.



Source and Credit: The Trust Radar: Reputation Rules by Prof Daniel Diermeier

11. "My favorite reputation mantra is it's not what happens, it's how you choose to deal with it. Because let's face it, things happen in life. There're difficulties. There're challenges. But it's not what happens to you, it's how you choose to deal with it that really sets your reputation apart. You can make something a moment of disaster or a moment of triumph." (*Allison Kluger*)

More on Soft Skills...

Reputation Management

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

Managing Successful Groups and Teams

<https://www.gsb.stanford.edu/insights/class-takeaways-managing-successful-groups-teams>

Punctuation

Colons in titles:

Books:

Richard Gross.

Psychology: The Science of Mind and Behaviour.

Matthew Williams.

The Science of Hate: How prejudice becomes hate and what we can do to stop it.

JohnJoe McFadden.

Life is Simple: How Occam's Razor Set Science Free And Unlocked the Universe.

Pandora Sykes.

How Do We Know We're Doing It Right?: And Other Thoughts On Modern Life.

John Kotter & Holger Rathgeber.

Not How We Do It Here!: A Story About How Organizations Rise, Fall – **and** Can Rise Again.

Christopher P Jones.

Exploring Art History: A selection of vital questions about art.

William Grabe & Fredricka L. Stoller.

Teaching and Researching Reading.

William Zinsser.

On Writing Well: The Classic Guide to Writing Nonfiction.

Articles:

R.R. Schaller.

Moore's law: past, present and future

Edward C. Brewer; Terence L. Holmes

Better Communication = Better Teams: A Communication Exercise to Improve Team Performance.

Britt Paris, Kathleen Carmien, Michelle Marshall.

"We want to do more, but...": New Jersey public library approaches to misinformation.

Stephen Cass.

SQL Should Be Your Second Language.

Jean H.M. Wagemans.

How to identify an argument type? **On** the hermeneutics of persuasive discourse.

A famous American writer **James Thurber** thought punctuation was really important.

Here's why.

"Take the sentence "You are wonderful!" That's trite, and it's made triter by the exclamation point, but if one writes it thus: "You are: wonderful," it's certainly not trite. Nothing so closely resembles the catch in the voice of the lover as that very colon. Instead of shouting the word "wonderful," as the exclamation point does, it forces a choking pause before that word, thus giving an effect of tense, nervous endearment, which is certainly what the writer is after."

(James Thurber "Ladies' and Gentlemen's Guide to English Usage.")

<http://downwithtyranny.blogspot.com/2010/12/thurber-tonight-series-to-date.html>

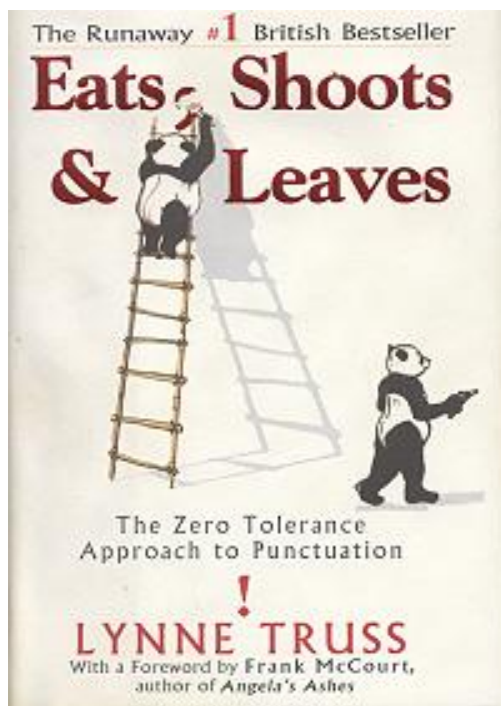
Punctuation challenge:

James while John had had had had had had had had had the teacher's approval.

Who had the teacher's approval?

- a. James
- b. John

MORE ON PUNCTUATION: Commas and Oxford Comma(aka the serial comma)



A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

"Why?" asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

"I'm a panda," he says at the door. "Look it up."

The waiter turns to the relevant entry in the manual and, sure enough, finds an explanation.

"Panda. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves."

Panda: **eats shoots and leaves.**

Panda: **eats, shoots, and leaves.**

OR: A woman, without her man, is nothing.
A woman: without her, man is nothing.

Did you eat, Sam?
Did you eat Sam?

Are you busy, Michael?
Are you “busy Michael”?

I like eggs, **tea, and fruit salad** for breakfast.
Cf. I like eggs, **tea and fruit salad** for breakfast.

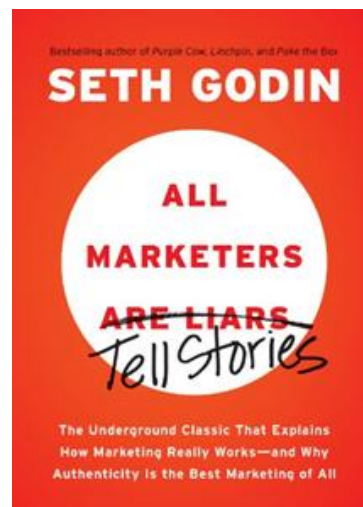
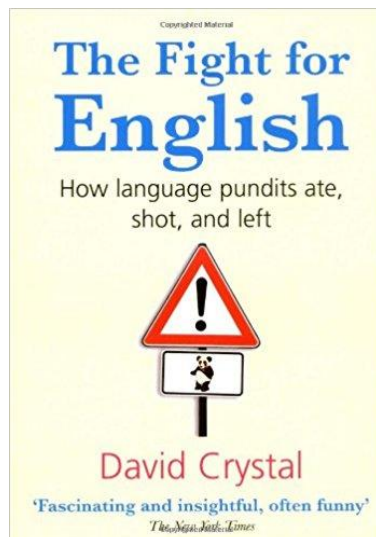
More examples, from *the Guardian*:

I dedicate this book to my parents, Martin Amis, and JK Rowling.
VS.

I dedicate this book to my parents, Martin Amis and JK Rowling.

<https://www.theguardian.com/books/2017/mar/16/oxford-comma-helps-drivers-win-dispute-about-overtime-pay>

SOME TELLTALE BOOK COVERS



Class Takeaway 7

Let's talk it over...

Do Science and Technology Need Ethics?

Technology: A Double-Edged Sword Shaping Our World.

English As Lingua Franca. Why learning English Is So Important?

The Importance Of English As A Lingua Franca.

Model Answer

Do Science and Technology Need Ethics?

The advent of science and technology has often been described as a **double-edged sword**, embodying **both benefits and drawbacks** for society. **On (the) one hand**, technological advancements have **revolutionized** various aspects of our lives, enhancing convenience, efficiency, and connectivity. **On the other (hand)**, these same technological developments **raise concerns about** privacy, security, and their potential to exacerbate social inequalities. **Thus**, while technology brings undeniable advantages, its **dual nature** necessitates a careful and ethical approach to harness its benefits while mitigating its adverse effects.

New technologies, while often celebrated for their potential to bring about **positive change and advancements**, also carry inherent **risks** and implications that can impact individuals, societies, and the environment. **For example**, many new technologies involve the collection, processing, and storage of vast amounts of personal data. Ethical considerations are essential to ensure that individuals' privacy rights are respected, and data is handled responsibly. **Also**, technologies like autonomous vehicles, artificial intelligence, and robotics can have direct impacts on human safety. Ethical guidelines help in establishing safety standards and protocols to mitigate risks and prevent harm. **Furthermore**, the production and disposal of electronic devices, as well as the energy consumption associated with technology, can have significant environmental impacts. Technologies play a role in both contributing to and mitigating climate change. Ethical considerations help drive sustainable practices, such as designing eco-friendly products and minimizing electronic waste. **Finally**, as technologies become more complex, the need for accountability becomes paramount. Ethical considerations establish a framework for responsibility, ensuring that developers, companies, and users are aware of and accountable for the consequences of their technological choices. Technological advancements can have unintended consequences that may only become apparent over time.

It could be concluded that ethical considerations encourage a forward-looking perspective, anticipating potential risks and mitigating harm before it occurs.

Model Answer

Technology: A Double-Edged Sword Shaping Our World

In the contemporary era, **technology stands as a formidable force that has reshaped the fabric of our existence.** From revolutionizing communication and healthcare to transforming education and industry, technological advancements have become an integral part of our daily lives. **However,** this pervasive influence brings with it a duality that cannot be overlooked. The metaphor of a double-edged sword aptly captures the essence of technology, as it presents **both remarkable opportunities and formidable challenges.**

First, one of the most pronounced benefits of technology lies in its ability to connect people across vast distances. The advent of the internet, social media, and instant messaging has made communication faster and more accessible than ever before. Families, friends, and colleagues can stay connected regardless of geographical boundaries. **However,** this increased connectivity has also given rise to concerns about privacy, data security, and the potential for misinformation to spread rapidly.

Second, technological innovations have spurred unprecedented growth and efficiency in various industries. Automation, artificial intelligence, and smart technologies have optimized production processes, leading to increased productivity and economic development. **Nonetheless,** the widespread adoption of these technologies raises questions about the displacement of jobs, economic inequality, and the need for reskilling in the face of rapid technological evolution.

Also, technology has revolutionized education by providing access to a wealth of information, interactive learning platforms, and collaborative tools. Online education has expanded educational opportunities, transcending geographical constraints. Nevertheless, the digital divide persists, limiting access to quality education for marginalized communities.

Last but not least, while technology has the potential to address environmental challenges, it also contributes to ecological concerns. The production and disposal of electronic devices generate electronic waste (e-waste), and the energy consumption of data centers raises questions about the carbon footprint of digital technologies. Balancing technological progress with environmental sustainability is a critical consideration for the future.

In conclusion, technology's status as a double-edged sword is evident in its transformative impact on various aspects of our world. The benefits it brings **in terms of** connectivity, economic growth, healthcare, and education are undeniable. **However,** the challenges, such as privacy issues, ethical dilemmas, and environmental consequences, cannot be ignored. As we navigate the intricate landscape of technological advancement, a thoughtful and ethical approach is crucial to maximize the positive impact of technology while mitigating its potential harm. In doing so, we can harness the power of technology as a force for progress and human well-being in the evolving landscape of our interconnected world.

Model Answer

The Importance Of English As A *Lingua Franca*

In an interconnected world where communication knows no borders, **the role of a common language becomes paramount. English**, as a *lingua franca*, has emerged as the global language of communication, fostering understanding and collaboration across diverse cultures and nations. While some argue that the dominance of English as a *lingua franca* favors the dominance of English over other languages (a.k.a. linguistic imperialism), it is essential to recognize its undeniable advantages in promoting effective communication, international cooperation, and global economic integration.

First, English, as a *lingua franca*, serves as a bridge connecting people from different linguistic backgrounds, and facilitates global communication. In the realms of business, science, technology, and academia, English helps to exchange ideas and share knowledge.

Second, in the arena of international relations, English plays a pivotal role in fostering cooperation and diplomacy. Multilateral organizations, such as the United Nations (UN), International Monetary Fund (IMF), conduct their affairs in English to ensure effective communication among member states. **Third**, English as a *lingua franca* is a driving force behind the dissemination of knowledge and academic research. Many of the world's leading academic journals, conferences, and educational institutions use English as the medium of instruction and publication. **Last but not least**, English is **also** the language of international business, finance, and trade. As companies expand globally, a common language becomes essential for smooth operations and effective communication. English proficiency is often a prerequisite for participation in the global job market, enhancing employability and creating opportunities for individuals worldwide. The ability to communicate in English is a valuable skill that transcends borders and contributes to global economic integration.

On the other hand, if English becomes the primary language of communication across cultures, it could weaken the unique voices and traditions of other languages. **However**, it is crucial to acknowledge that English as a global language does not replace or diminish the importance of the kaleidoscope of other languages and culture. Instead, it serves as a means to facilitate communication among diverse linguistic communities, promoting cultural exchange and mutual understanding.

It could be concluded that while challenges exist, the global imperative of English as a *lingua franca* cannot be ignored. This shared language **is more than just a tool for communication; it is a bridge** connecting individuals, cultures, and nations. As a tool for communication, cooperation, and progress, English serves as a unifying force that transcends linguistic boundaries and promotes a more connected and collaborative world. Embracing English as a *lingua franca* is not a rejection of linguistic diversity but a recognition of the necessity for a common language in our increasingly globalized society.

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=zayfRIAX_5M

James Hayton PhD

How to link ideas in your writing (with examples)

https://www.youtube.com/watch?v=NNCVycfdZ-c&ab_channel=JamesHaytonPhD

Writing Essays see Ilchenko O., *The Language of Science*, pp. 307-315, 321-329

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

[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)



Class Takeaway 8

Nouns and Verbs

Nouns and Verbs are the principal members of a sentence.

Nouns represent people, places, things, or ideas.

They act as the subjects or objects of verbs in a sentence.

A thought occurred to me: what if... *Мені спала на гадку думка: а що, як...*

Nouns

Believe it or not, **many linguistic devices** can ACT like Nouns, e.g.:

Determiners (Numerals etc.)

Three of the new laboratories are already open.

From an economic and psychological standpoint of “loss aversion,” *неприйняття втрат*
most prefer not losing to winning.

Not many joined us at first.

Verbals: Gerunds

Microlearning changes the way learners gain knowledge and retain it.

These deals were made for **shopping**.

Verbals: Infinitives

To err is human.

To understand is to forgive.

Terms, including Acronyms and Abbreviations:

IEEE – The Institute of Electrical and Electronics Engineers is the professional home for the engineering and technology community worldwide.

Proceedings of International Conference on Studies in Engineering, Science, and Technology was published in 2022.

know-how

ноу хау, практичне знання

know-what

факти

know-why

наука

know-who

комунікація

the haves and the have-nots

*багаті та бідні / заможні та незаможні
ті, що мають та ті, що не мають (чогось)*

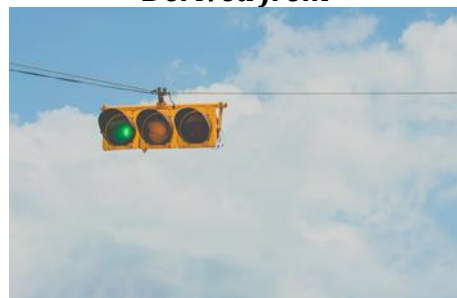
the digital divide *цифровий розрив, цифрова нерівність*

Is **the digital divide** widening or narrowing?

Author Neologisms

Derived from

"If you know how, and when, to deal with life's challenges - how to get relative with the inevitable - you can enjoy a state of success I call "**catching greenlights**".
So I took a one-way ticket to the desert and wrote this book: an album, a record, a story of my life so far.



greenlight

This is fifty years of my **sights and sees, felts and figured-outs, cools and shamefuls...**

to sightsee
(to visit the famous or interesting a places)

to feel felt felt to figure out
cool
shameful

Getting away withs, getting caughts, and **getting wets** while trying to dance between the raindrops. [...]

to get away with *вунлутамуся*
to get caught
to get wet

It's also a guide to catching more greenlights-and to realising that the **yellow and reds** eventually turn green too."

yellow (lights)

red (lights)

(Matthew McConaughhey, "Greenlights")

Verbs

express actions, events, or states of being. They are the core of a sentence because they tell us what's happening. Without a verb, a sentence wouldn't be able to communicate the action or state being described.

In English, we distinguish between:

Verbs VS.

Verbals a.k.a. non-finite forms of verbs:

Participles: (I) present, (II) past,

Infinitives, Gerunds

On Verbs & Verbals: see Ilchenko O., *The Language of Science*, pp. 240-256

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

There are the following types of **Verbs** in English:

notional verbs, including phrasal verbs (verbs with postpositives)

We are scientists. We are fine.

We like you. VS We are like you.

They say, the show must go on. (*continue*)

He takes after his father.

(*the son is similar to his father in some way:*

it could be how he looks, acts, or even a certain skill he inherited.)

Don't give up / give in. (*не здавайтесь, боріться, «борітеся – поборете»*)

Check it out. (*examine it*)

Today, let's delve into this rich technological and intellectual history.

(*explore, investigate, examine, research, study, probe, look into*)

Get rid of anxiety. (*позбавлятися*)

to dress up VS. to dress down

I came across a word in the dictionary that I had never seen before.

(*found by chance* *натрапляти на*)

Usually they get along. (*have a good relationship with someone*)

You can count on me. (*depend on me*)

Let's zoom in on this problem at hand.

(*focus on something or someone, pay close attention to, scrutinize*)

We know the rules.

I understand what you mean.

Do you **remember** what they **require**?

We **hope to finish** the project on time.

I **suppose** it's easier for them than for us.

I **believe/think/presume/suppose** you can **imagine** that. I am a good teacher, **I suppose**. = I think/I presume/ I guess

I **presumed** that would be the end of it, but to my astonishment they **called** me again.

They **represent** those who **depend on** them.

It/That **depends**. It all **depends**.

They **replied** that they **would not do** it for all the money in the world.

modal verbs

Modal verbs are: can, could, may, might, shall, should, will, would, must, ought to, dare

(ALSO: to be able to, to be to, to have to, to be bound to).

In British English "need" can be both a modal verb and an ordinary verb.

In American English it is NOT used as a modal.

We **need to** talk.

I believe I **can** be that person.

Could you possibly help me with my presentation?

Please note you **must** register to participate in these webinars.

It **might** represent a new start or a full stop.

I suppose I **ought to** have mentioned it.

Executives **were bound to** get wiser.

auxiliary verbs

(to ask questions, to express negation,
to talk about future, completed actions or distant past)

We **will need** it tomorrow.

He **smiled** and **said** that he **had** already **announced** the news about the upcoming event.

Why **did** you pause?

Are you done? / **Are** you ready?

You **haven't** changed a bit, **have** you?

emphatic "do" ("really")

I **do hope** you will consider me for the job.

I **did add** this information to the report.

substitute verbs (to avoid repetition)

The world **values** beauty more than it **does** education.

- Do you **like** reading?

- I **do**.

- I **replied** yesterday that I would be at the meeting.

- So **did I**. / I **did** too.

- I **didn't** comment on it.

- Neither **did I**.

Nouns and verbs are essential for a complete and meaningful sentence.

Hence, **RULE #1 Put Noun and Verb close together**

The graph illustrates trends in buying habits.

Zooming in on Determiners

Imagine you're pointing at things and talking about them.

Think of determiners as of **name tags** for **nouns**.

Compare: This is **my/your** book. VS. This book is **mine/yours**.

Determiners appear near a Noun, mostly before the Noun:

a promising technique

BUT: Noun + *extraordinaire* /ɪkˌstrɔː(r).dəˈner/ (*outstanding, remarkable*)

chef *extraordinaire*

Noun + *galore* / Noun + *aplenty* (*in abundance*)

books *galore* mistakes *aplenty*

Noun + *at hand*

Let's have a look at this picture *at hand*.

(*available within your reach: close by, readily available*)

ALSO: the problem *at hand* (*immediate and pressing problem you are currently working on*)

Let's examine **determiners** in more detail. They can answer many questions:

how many? (cardinal numbers) "all", "several", "some", "another/a second", "any"

which position?/what number? (ordinal numbers) "the first", "the second" etc.

the same or (a) different (one)? "the same", "(a) different"

how many? (countable) "another" / "one more" / "a second",

"the other"; "one", "two", "three" or "no" etc.

"a lot of", "a great deal of"; "many"/"quite a few", "a great number of",

багато, чимало

"few", "a few" "(a) plenty (of)"/"enough"; "many a...is/was",

"no"; "neither", "either"; "each", "every"

how much? (uncountable) "a large amount of" / "a plethora of", "much", "little", "a little",
"(a) plenty (of)"/"enough", "too much", "not enough" etc.

unique/one of a kind or not?

"the one and only", "one of a kind", "the most" / "the best" / "the worst" (of/at) / of all)

"*second to none"

(the best of all, she is the best at piano)

emphasized or not?

cleft (divided) sentences: "it is/was... who..." "it is/was... that...";

"it was not until... that..." *лише у ...; "what/that... is/was"*

It was he/they who actually made this invention.

It is of utmost importance that we face the economic reality of the situation we are in.

It was not until now that they have omitted to include this fact.

What we need is more practice.

- *emphatic words/phrases:* "even", "only", "just", "literally" (буквально);
"at least" (принаймні); "really" / "indeed"; "actually" / "in fact" (насправді)
"as many as", "as much as" (цілук); "as few as", "as little as" (усього лише),
"nothing but" / "nothing short of" (не що інше, як);
"(the) last but not least" (не менш важливий) etc.

(even the experts, only the locals, just the moral reasons; nothing short of a miracle;

literally every single person in this world *буквально кожнісінька людина у цім світі)*

- *reflexive pronouns:*
"itself", "myself", "yourself" "himself", "herself", "themselves", "ourselves"
"Scientists themselves may be responsible for science distrust."

<https://link.springer.com/article/10.1007/s11191-023-00487-8>

any limits? “this far”, “so far” (Cf. **so far so good*)

what kind of?

“good”, “bad”, “the better”, “the best”, “never-ending”, “extraordinary”, “challenging”, “Italian”; “such a/an” (such a challenging task), “so” (so good), “that” (that good) etc.
challenging tasks; the best idea, Italian art, such a promising approach

whose? “its”, “my”, “my own”, “his”, “her”, “our”, “their”, “your”, “your own” (*my book*)

MIND the Welsh proverbs:

Dywed yn dda am dy gyfaill, am dy elyn dywed ddim. =

Speak well of **your friend**, say nothing of **your enemy**.

Gwell fy mwthyn fy hun na phlas arall =

Better **my own cottage** than the palace of another.

known or unknown? (*countable or uncountable*)

"a" / "an" / "one", "the" / "this" / "that", "these", "those" **or ... nothing at all Ø!**

Nothing at all? How come? Well, some words describe **things we can't count**, like snow, water, time, research, honesty, sincerity or people and things in general:

e.g. Ø Honesty is best Ø policy.

I like reading Ø books.

They were asking for advice. (*in general*)

BUT: I need some advice. (a limited amount)

Ø Students have to work hard.

I like both Ø coffee and Ø tea. **BUT:** I would like some tea, please.

If we **can count** things, we use:

“all”, “several”, “some”, “another” / one more” / “a second”, “any”,

“a”, “an”, “the”, “a lot of”, “many” / “quite a few”, “a great number of”, “few”, “a few”,

“the first”, “the second” etc., “one”, “two”, “three” etc.

I have **a lot of/ quite a few/many** books.

If we **can't count** things, we use:

“a lot of”, “a large amount of”, “much”, “little”, “a little”

I did **a lot of** research on that.

Articles in English See also: Ilchenko O. *The Language of Science*, pp. 228-230
https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

The definite article "**the**" is like a **specific name tag**: we use "the" when we're talking about something specific and already mentioned, or something that's one-of-a-kind (e.g., the sun, the Eiffel Tower, the book I'm reading, "**The Problems of** Philosophy" by Bertrand Russell ; **the** problem **with** problems).

The indefinite article "**a**" and "**an**" are like **general name tags**: we use "a" before words that start with a consonant sound (e.g., a cat, a house) and "an" before words that start with a vowel sound (e.g., an apple, an island). We use them when we're introducing something for the first time, or when it's non-specific (e.g., I saw a bird, I need an umbrella).

The article "a" used to mean "one".

NO article Ø happens when there's **no name tag needed**:

abstract concepts, uncountable nouns, generalizations (I love freedom and books.)

names of places like countries, cities, states, days of the week, months, or seasons (Ukraine, Kyiv, Sunday, July, summer).

Use "a" when you're talking about new and unspecific things.

I bought **a** dictionary yesterday. (*We don't know which specific dictionary it was.*)

You should bring **an** example to present to others.

(*It doesn't matter which example, any will do.*)

We are still looking for **an** apartment.

Compare:

It was **a memorable presentation**.

It was **memorable** because it illustrates how travelling on the cheap can offer you windows into a culture that go beyond the stereotype of what a place is supposed to be like.

"The only rules that really matter are these: what **a** man can do and what **a** man **can't** do."

(**can't** is stressed and pronounced **louder**)

(*The Pirates of the Caribbean*)

Use "the" when you're talking about

something specific that you/your audience already know about: every time you talk about that same thing, you'll probably use "the" because your audience already knows what you're referring to:

Where is **the dictionary that I gave you?**

"I'm Jack Sparrow, **the one and only**." (*The Pirates of the Caribbean*)

"You don't actually think I was interested in you? Why?

Because you're **the great Sherlock Holmes**, **the** clever detective in **the** funny hat?"

(*Sherlock (TV series)*)

Is your competition **the** competition? (*the real competition*)

<https://www.mrmattdavies.me/post/is-your-competition-the-competition>

The article “the” used to mean “this”.

Examples:

I came across/found an interesting dictionary yesterday. **The** dictionary is titled “Google”. It was designed by London-based artist Ben West. He has created a 1,200+ page visual dictionary of Google Image’s first search result of every word in the Oxford Pocket Dictionary. Simply titled “Google”, the book was produced with the help of some friends and West’s own brother, who created a computer program for gathering images for the approximate 21,000 words used to compile the book.

More telltale examples...

(a) good idea

VS.

(b) the idea is (not) good enough

Compare:

the fifth and final proof = the fifth and (the) final proof

VS.

the final proof

use “the”

with “of-phrases”

the crux of the matter (the most important point of an issue)

the problem of

at the expense of (за рахунок)

the name of (***the name of*** the month)

the knowledge of

with ***the help of***

the ways of

the University of Edinburgh

with well-known and established methods/techniques

the Feynman Technique

with superlatives:

the fastest, the best, the worst

etc. the most

important/interesting

with famous monuments, buildings, museums and the like:

(the) Vatican Museums the British Museum

the Diamond Jubilee Tea Salon

the White House

the Statue of Liberty

the Empire State Building

the Met (the Metropolitan Museum of Art)

the American dream

the Mona Lisa

the United Nations the Nobel Prize

the Internet / the internet

with certain planets:

the Sun, the Moon, (the) Earth

with mountain ranges:

the Rocky Mountains, the Alps /ælpz/

with oceans and seas:

the Pacific Ocean

with lakes when form a set:

the Great Lakes of North America are: Superior, Michigan, Huron, Erie, and Ontario

with certain geographical regions:

the Orient, the Middle East, the Baltic countries/states /'bɔ:l.tɪk/

with the rivers:

the Thames, the Saint Lawrence River, the Dnieper river

when referring to general groups of nationalities that end in -sh, -ss, -ch, -ese

the British, the English, the Welsh, the Irish, the Spanish/

Spaniards the Swiss the Japanese, the Chinese, the Maltese

in set phrases like

the English language, the Ukrainian culture

in certain set phrases:

the same

at the same time, водночас

on the one hand... on the other hand... з одного боку,... з іншого, ...

(not) the one who / (not) the kind of person who

on the spur of the moment = on impulse

the one and only єдиний і неповторний

by the way BTW до речі,

state of the art very modern (над)сучасний

the good times / the best times / the memorable times

the difference between A and B

the different things we know about

the thing is, річ у тім, що...

in the morning

in the evening

in the afternoon

in the past

the other day цими днями (стосовно минулого)

the day before yesterday

позавчора

the day after tomorrow

післязавтра

in the future in future (BrE)

= from now on

in the distant future =

**in the long run*

in the near future=

**in the short run*

in the meantime (meanwhile) тим часом

in the beginning (describes a whole period of time)
at the beginning (at a single moment in time)
at the end (at the point where something ends)
in the end (ultimately/finally) on the alert

from the outset / at the outset з самого початку

at/to the office

in the face of

on the radio on the Internet
the police
the authorities

on the agenda на порядку денному

to play (the) guitar / (the) violin

to fill in the blanks

tell me the truth

at the theater/theatre
at the opera

the academy BUT academia /academe to catch the
bus/the train

to break the rules worth the money spent

all the money (one has)

the more ... the more ... / the less ...

the more, the better чим більше, тим краще

The Welsh proverb:

Po callafy dyn, anamlaf ei eiriau.

The wiser the man, the fewer his words.

if given the choice (,) ALSO: if given a choice (,) якщо є вибір,
якщо обирати (між)

between the two між цими двома /
з-поміж (цих) двох

an exception to the rule виняток з правила

no exception to the rule

**at the expense of (за рахунок)*

**out of the blue (suddenly or unexpectedly)*

**it's not the end of the world (it's not as bad as it seems)*

**in the middle of nowhere = in the middle of
godforsaken nowhere*

**godforsaken place у Богом забутому місці
 Богом забуте місце*

**(the) last but not least не менш важливий*

the rich

the poor

the haves and the have-nots багаті та бідні /

заможні та незаможні /

ті, що мають та ті, що не мають (чогоось)

the elderly

the foreseeable future осяжне майбутнє

What's the point? What's the matter? У чому справа?

"The medium is the message." (Marshall McLuhan)

That is out of the question! Про це не може бути й мови!

Keep the change! Здачі (решти) не треба!

Let's hope for the best. Сподіватимемося на краще.

use "a"/"an"

before a notional noun for a person

I am a Ukrainian / I am Ukrainian

He is a Spaniard / a German / a Monegasque

with the names of professions:

a teacher / a lecturer / an instructor / a PhD / a first year PhD student /

a third year student

BUT: teachers, engineers

in certain set phrases:

| | |
|---|---------------------------------------|
| <i>a bit (of) / a touch (of)</i> | <i>a thousand</i> |
| <i>a great deal of</i> | <i>a hundred</i> |
| <i>a great number (of) / quite a few</i> | <i>an English book</i> |
| <i>a large amount of</i> | <i>a European country</i> |
| <i>a lot of</i> | |
| <i>an hour late на годину пізніше</i> | <i>an unrealistic plan a</i> |
| <i>a half an hour and a half</i> | <i>Ukrainian book</i> |
| <i>two and a half years</i> | |
| <i>BUT: half (of)</i> | <i>a unique approach</i> |
| <i>a couple of / a bunch of</i> | |
| <i>a dozen</i> | <i>a universal rule</i> |
| | |
| <i>a piece of advice порада</i> | <i>a clear distinction</i> |
| | |
| <i>to a certain extent</i> | <i>a university student</i> |
| | <i>a history book</i> |
| <i>an hour interval</i> | <i>a slip of the tongue</i> |
| <i>a different story</i> | <i>a last resort крайній захід</i> |
| | |
| <i>as(a) part of ALSO: part of</i> | <i>an approach to</i> |
| | <i>an approach based on</i> |
| <i>one step at a time</i> | <i>an approach worth taking</i> |
| <i>to have a problem</i> | |
| <i>to pay a compliment</i> | <i>on board</i> |
| <i>to pay a visit</i> | |
| <i>to keep a promise</i> | <i>to make an appointment</i> |
| <i>to keep a secret</i> | |
| | <i>to make a mistake</i> |
| <i>an only child (in the family)</i> | |
| | <i>to do an experiment</i> |
| <i>as a result</i> | <i>to do a favor /favour</i> |
| | |
| <i>without a second thought /</i> | <i>to come to a compromise</i> |
| <i>without a doubt</i> | |
| | <i>to come to a decision</i> |
| <i>such a/an</i> | <i>to come to an agreement</i> |
| <i>just a/an</i> | |
| | <i>an exception to the rule</i> |
| <i>a thin line (тонка грань)</i> | <i>виняток з правила</i> |
| | <i>no exception to the rule</i> |
| <i>if given a choice (,)</i> | <i>from a different angle</i> |
| <i>ALSO: if given the choice (,)</i> | |
| <i>якщо є вибір, якщо обирати (між)</i> | <i>to come to an end</i> |
| | <i>for a long time</i> |
| <i>many a time</i> | <i>a long time ago</i> |
| <i>many a student (is)</i> | <i>once upon a time</i> |

use nothing at all (Ø)

when referring to nationalities that have a plural form

Canadians, Ukrainians, Germans, Scots

before a notional noun for a person

I am Ukrainian / I am a Ukrainian

She is French

with sports, food, areas of study, abstract nouns, languages,:

soccer/football, swimming, rowing, chess

cheese, broccoli, ice cream, fish, fruit, tea, coffee, salt, rice, buckwheat

BUT: Can you pass me the salt, please? / Please pass the salt.

chemistry, history, math, telecoms, IT

nature, air, water, plastic, soap, advice, beauty, confidence, health, honesty, truth, wealth, furniture, equipment, facilities, research, poetry, prose, wisdom, information, knowledge

"If our small minds, for some convenience, divide this universe, into parts—physics, biology, geology, astronomy, psychology, and so on—remember that nature does not know it!" (Richard Feynman)

"Not all treasure is silver and gold, mate." (The Pirates of the Caribbean)

the Welsh proverb:

Cartref yw cartref, er tlotted y bo. = Home is home, no matter how poor it may be.

with proper nouns:

names of people *Alice, Michael, Jackson*

"I'm Jack Sparrow, the one and only." (The Pirates of the Caribbean)

BUT: the Jacksons (as family)

*"That's **the** Jack I know!" (The Pirates of the Caribbean) strong **the** /ði:/*

places

Ukraine, Lithuania, Italy, Germany, Croatia, Cyprus, Ireland

parts (countries) of Britain: England, Scotland, Wales, and Northern Ireland

*EXCEPTIONS: (the) USA, the United Kingdom of Great Britain and Northern Ireland, a.k.a. the United Kingdom (UK) / Britain, (the) Netherlands, (the) Philippines, the Czech Republic, the Slovak Republic, the European Union
Kyiv, London, Rome, Venice, Dresden EXCEPTION: the Hague (Гаага)*

parks Central Park

planets Mars, Venus

mountain peaks

Mount Everest

EXCEPTION: the Matterhorn

lakes

Great Bear Lake Lake

Svitiaz

continents streets wars Europe, Asia

separate islands

Madagascar, Great Britain, Ireland

streets

Fifth Avenue

EXCEPTION: the Strand

wars

World War I

EXCEPTION: the War of Independence

in certain set phrases:

for example / for instance

by means of

academe BUT the academy

guiding light

lots

part of ALSO: (a) part of

pros and cons / merits and limitations /

pluses and minuses/ advantages and disadvantages

different How are we different?

, in turn, (, у свою чергу,)

on foot

face to face

in rush hour

last night/week/month/year

right to privacy

at war

in public

to play chess etc.

to go to school / church

at will

trial and error

rights and duties

back and forth = to and fro

half (of)

at work

at home

in stable condition

in principle

in general

in order to

out of order

to be in trouble

on purpose = deliberately

(умисно)

time of day / year

at noon

up to date

before midnight

under stress

word for word (дослівно)
in rush hour
according to contract
far more
by far
in stable condition
supply and demand
(термін: пропозиція та попит)
mergers and acquisitions
(термін: злиття та поглинання)
assets (термін: активи)
to do business
to do nothing
to pay attention (приділяти увагу)
to go online
to pay cash
to save money / energy / time to
make money
to make trouble
to make progress
in love
on second thought
on impulse = on the spur of the moment
at first sight (з першого погляду) *at*
first glance (на перший погляд)
there's no need (for somebody) to do
something it is best to...
**godforsaken place* Богом забуте місце
**in the middle of godforsaken nowhere =*
in the middle of nowhere =

for free

in mint condition

step by step
out of control
in future = from now on (BrE)
Cf. in the future (AmE)
to do one's hair
to keep calm
to keep/stay in touch
to follow suit
(наслідувати (чийсь) приклад

to be worlds apart
(to be very different)

no exaggeration

at times / every now and then /
from time to time (час від часу)

time after time / time and (time)
again (постійно, увесь час)

**second to none* (unique)

**(the) last but not least*
не менш важливий

**first things first* перш за все

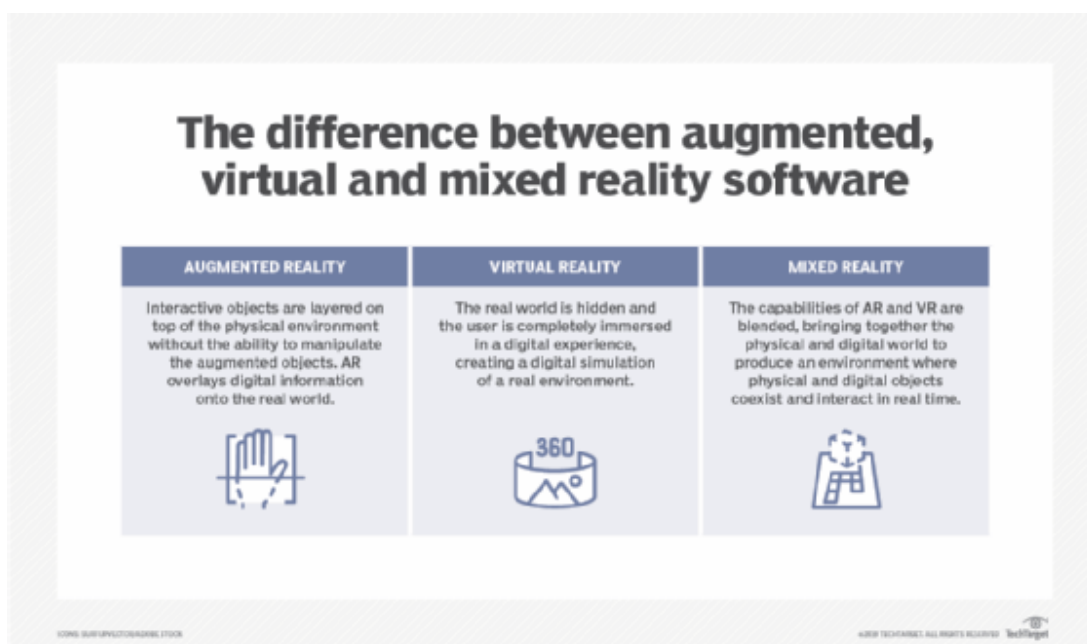
*... *first thing* (in the morning)

Translation challenge

1. Have you heard **the news**?
2. There is plenty **on the agenda**. Privatisation was **put firmly on the agenda**. Trade was **high on the agenda**, too. Consolidation is **still on the agenda**.
3. I have **a** question. / May I ask **a** question?
4. I have **another** / **one more** question.
5. I've read **many a** memoir that depicts this period.
6. Their design aesthetic was **second to none**.
7. **Literally** everything in your world affects you.

8. He **himself** made no comments on this issue.
9. This lake is **indeed** a meteorite crater.
10. It's **nothing but** a game of brinkmanship, who's going to blink first. But this doesn't mean the brinkmanship is over.
11. It was **in fact nothing but** the pure exception.
12. We all expected **nothing short of** excellence. (*досконалість*)
13. These people are **actually** 30+.
14. According to DataProt's analysis, **as many as** 56.5% of all email is spam.
15. She did not know how she would vote **if given a choice** between **the two**.
16. It's **the problem of** sustainability.
17. What about **the problem of** inequality? Forget **the issue of** fairness.
18. **There are a large number of people**, both known and unknown to the public, who still have questions to answer about this.
19. Who wants to be **a reporter? A journalist? A writer? A politician? A scientist?**
20. It was love **at first sight**.
21. **Power** corrupts, and **absolute power** corrupts absolutely.
22. You can catch more flies with **honey** than with **vinegar**.
23. **Slow and steady** wins **the race**.
24. **The apple** doesn't fall far from **the tree**.
25. **The road to** hell is paved with **good intentions**.
26. Two is **company**, three is **a crowd**.
27. Strike while **the iron** is hot.
28. Never put off till **tomorrow** what you can do **today**.
29. **Knowledge** is **power**.
30. **Time** is **money**.
31. - Where is **the money**?
 - **What money?**
 - **My money.**
 - I gave **it** to you!
32. She is **an only child** in **the family**.
33. And **last but not least**, here is the final list.
34. Let's approach the subject **from a different angle**.
35. Many people use this app habitually **without a second thought**.
36. We kept the vehicle **in mint condition**.
37. **On second thought**, maybe not.
38. He is **a diamond in the rough**.
39. We are always **on the same wavelength** when it comes to family values.

40. **Practice makes perfect**, so I study every day.
41. The phrase “**part of**”, as opposed to “**a part of**”, is more literary, and is more common in writing. **At the same time**, one might use the “a part of” in such context as: “We all realize (*збагнути, усвідомити*) that stress is **a part** of life.”
42. **Part of** what you said is true. **The other part**, however, is not.
43. **The saddest part of life** is when **the person that** gave you **the best** memories becomes **just a memory**.
44. This summary barely **scratches the surface** but **gives you the idea**.
45. **From the above discussion** it can be inferred that **many a time** in real world the original variables may be continuous in nature but discrete by observation.
46. **The gap** between **the haves and the have-nots** is widening, whether we are speaking of **finances, information, or technological know-how**.
47. Bridging the digital divide between **the haves and the have-nots** is essential.
48. **Feedback** is important as it provides **positive criticism**.
49. Your **feedback comments** are more than welcome.
50. True, there are **quite a few** pluses.
51. He's **the kind** of person **who** gets along with anyone.
52. “**It is** what we know already **that** often prevents us from learning.” (*Claude Bernard*).
53. “Success is not final, failure is not fatal: **It is** the courage to continue **that** counts.”
(*Winston Churchill*)
54. **It was** last year **when** we had an English exam.
55. **What** I enjoyed most **was** the art.
56. **The thing that** impresses me more than anything else **is** your integrity.
57. **The reason why** I've come **is** to discuss our research project.
58. **What** we now need **are** actions rather than words.
59. **All** we want **is** peace, independence, and stability.
60. Choose wisely.
61. The **credit goes to** the entire team.
62. I am involved in R&D.
63. A special word of thanks goes to my readers – for taking me, **at least virtually**, into your homes and offices.
64. They were given **virtually** unlimited power.
65. It was a **virtual** failure.
66. Certain essential components were **virtually** non-existent.
67. **Virtual reality** is a simulated 3D environment that enables users to explore and interact with a virtual surrounding in a way that approximates reality, as it is perceived through the users' senses.

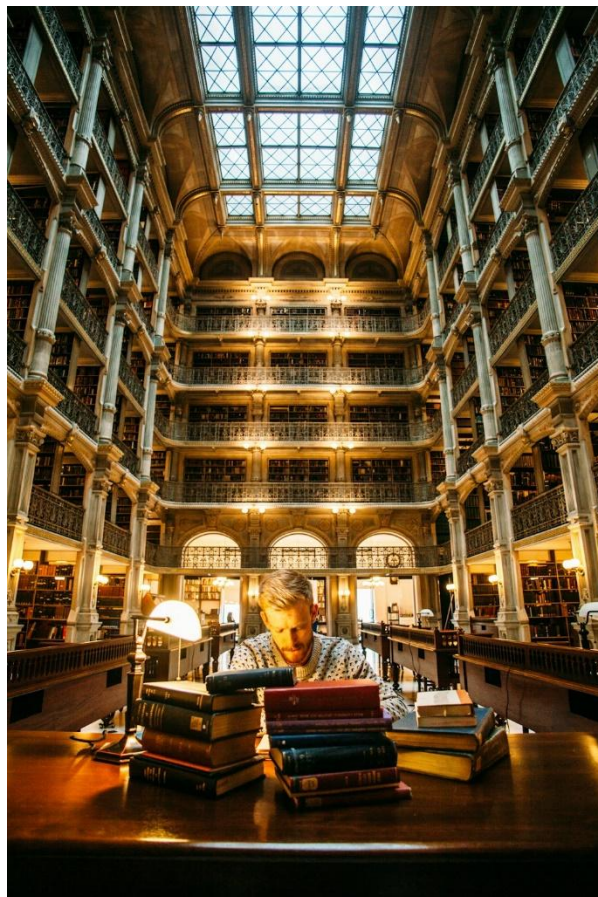


<https://www.techtargget.com/whatis/definition/virtual-reality>

Translation challenge

1. I don't want **to overstay my welcome**.
2. Speaking all those languages, she was **a rare bird**.
3. The IoT would encompass our homes, our cars, our offices, and more.
4. **I'm tempted to say** that I don't like the new policy, but I'd be interested in learning more about **the rationale behind** this policy and how it will be implemented.
5. That was **a seemingly** easy task.
6. It wasn't a "mistake". Or was it?
7. The real trap for them is being **beguiled** by flattery.
8. Serendipity thrives on an open mind and a curious heart.
9. Moriarty was a criminal mastermind. He did not directly participate in the activities he planned: he only **orchestrated** the events.
10. **The** combination is surprisingly good.
11. Who invented **the** credit card?
12. **The** problem **of** information overload is a significant workplace challenge.
13. Assessing **the** challenge **of** a market opportunity is critical to your evaluation process.
14. I am **the kind of person who** cares about other people.
15. Perhaps this is **the** result **of** high competition.
16. **As a result**, climate change can affect the overall biodiversity of a region.
17. It's a daunting task.
18. As far as I'm concerned, a good app should be easy to use.
19. What are "**must-have**" or at least "**nice to have**" features of a successful, user-friendly mobile app?

20. "Forgiveness is accepting the apology you will never receive." (*Shawne Duperon*).
21. Wit & wisdom of the renowned visionary Charlie Munger: notes for career success
22. Don't sell anything you wouldn't buy yourself.
23. Don't work for anyone you don't respect and admire.
24. Work only with people you enjoy.
25. Let's recall some words of wisdom from "Excellent Advice for Living: Wisdom I Wish I'd Known Earlier" by Kevin Kelly:
- ✓ "Half the skill of being educated is learning what you can ignore."
 - ✓ "Don't be the best. Be the only."
 - ✓ "Promptness is a sign of respect."
 - ✓ "Collecting things benefits you only if you display your collection prominently and share it in joy with others. The opposite of this is hoarding."
 - ✓ "If you ask for someone's feedback you'll get a critic. But if instead you ask for advice you'll get a partner."
 - ✓ "To make something good, just do it. To make something great, just redo it, redo it, redo it. The secret to making fine things is in remaking them."
 - ✓ "Friends are better than money. Almost anything money can do friends can do better. In so many ways, a friend with a boat is better than owning a boat."
 - ✓ "Your best response to an insult is "You're probably right." Often they are."



Class Takeaway 9

English Verb Tenses: Reshaped and Revisited (part 1)

Reference to the Present and the Future

Let's talk it over...

That Elusive Something Called Charisma

Ah, charisma – that elusive force that makes some individuals captivating and magnetic, while others struggle to hold a room. It's a complex topic, with many layers.

Let's delve into the world of rizz (“rizz” is short for “charisma”) and explore its various facets.

What is charisma?

Charisma is often described as a special personal quality that inspires devotion, trust, and admiration in others. It's a combination of several factors, including:

- Confidence: charismatic individuals project a sense of self-assurance and belief in themselves. They speak with conviction and exude an aura of competence.
- Passion: their enthusiasm for their ideas and causes is contagious, drawing others in and energizing the room.
- Empathy: they have a keen understanding of human emotions and connect with others on a deeper level. They actively listen and respond authentically.
- Non-verbal communication: they master the art of body language, using expressive gestures, strong eye contact, and a genuine smile to create a connection.
- Storytelling: they weave compelling narratives that capture attention, inspire imagination, and evoke emotions.

Why is charisma important?

Charismatic individuals have a unique ability to influence and inspire others. They excel in leadership roles, driving change, motivating teams, and building strong relationships. In various fields, from politics and business to entertainment and education, charisma can be a powerful asset.

Can charisma be learned?

While some argue that charisma is an innate trait, others believe it can be developed through practice and self-awareness. By honing your communication skills, building confidence, and understanding the principles of influence, you can cultivate a more charismatic presence.

The concept of charisma extends beyond individuals. Leaders of social movements, brands with strong emotional connections, and even entire cultures can possess a form of collective charisma that inspires unity and devotion.

While the study of charisma remains ongoing, understanding its components and potential impact can offer valuable insights for personal and professional development. So, the next time you encounter someone with magnetic charm, observe their approach and see if you can identify the elements that contribute to their charisma. You might even discover ways to enhance your own presence and influence by learning from their example.

Remember, charisma is not about manipulation but about genuine connection and the ability to inspire others. Embracing its positive aspects can benefit both yourself and those around you.

Demonstrate Charisma

https://www.youtube.com/watch?v=V2_zXq7nYy4&ab_channel=SpeakConfidentEnglish

NEVER say "I WANT" in English

https://www.youtube.com/watch?v=eSu4Sbu-QE0&ab_channel=LearnEnglishwithHarry

English Verb Tenses: Reshaped and Revisited

Reference to the Present

Present Simple (a.k.a. Present Indefinite)

I / we study / have English classes **every day/daily**

wear glasses

every week /weekly

S/he studies / has English classes **every year/yearly**

wears glasses

always / constantly / again and again / *time after time *завжди, знову і знову*

never

often / frequently

seldom / rarely

occasionally/*at times/*from time to time /*(every) now and then *час від часу, іноді*

as a rule / usually

schedules/timetables

The class **starts** at 10.a.m.

The office **closes** at 9 p.m.

orders, commands, instructions

Don't press this button! / Don't touch the red button!



Don't touch it!

Stop talking!

Think it over.

Keep in touch.

You must do it!

Just do it!

Take your time. (*He поспішайте.*)

Deal with it! (*Informal*) *Змирися (з цим)*

Get lost! (*Informal*)

Bear with me. (*Informal*) Be patient. / Have patience with me. *Потерпіть мене*

Grin and bear it. *Усміхайся і терпи.*

set phrases, collocations

- Are you on? / Are you on board?
- Sure thing! / Of course!
- Welcome aboard!

We are **pressed for time!** / We are **in a hurry** / **in a rush.** *У нас обмаль часу, ми поспішаємо.*

"The difficult we do immediately. The impossible takes a little longer."

(Sea-Bees--the legendary World War II Corps of Naval Engineers)

"The more we learn, the more we know. The more we know, the more we forget.

The more we forget, the less we know. So, why learn?" (*Anonymous*)

How are you? / How have you been?

Where are you from?

Where do you work?

What do you do? / What do you do for a living? *Чим Ви займаєтеся?*

- **What are you?** *Хто Ви за фахом?*

- I'm an engineer / a physicist / a chemist / a psychologist / a teacher / a physician.

- I'm a scientist.

Can I have a word with you? = Can I speak to you for a short time?

Can I make a suggestion?

Can you tell me how to get to _____? *Як пройти/проїхати/дістатися до _____?*

Can I take a rain check? = Can we change the plan to another time in the future?

Can I get by? *(said when you need someone to move so you can go past them)* *Можна пройти?*

Could I ask you a favor? *Мені потрібна Ваша допомога. /Можете допомогти?*

Could you go over that again? = Could you say it again? = Repeat, please.

Could you tell me where _____ is/are? *Де _____?*

I wish you all the best.

I'll keep you posted. = I'll give you information when there are new developments.

What is your marital status?

I'm single.

I'm engaged.

I'm married

I'm divorced.

I'm separated.

Taras Hunczak **is** a US historian **of** Ukrainian **descent**. *(lineage)*

The article "Chess - its South Asian **origin** and meaning" is written by Stephan Levitt.
(the source of information, goods, a game, a river, etc.)

Katie Melua, one of Britain's most successful musical artists **says**: "**I believe that** songs are one of the most potent carriers of culture, human experience, and story-telling."

Ryan Tedder **is** an American singer, songwriter, multi-instrumentalist and record producer **best known for** being the frontman of OneRepublic.

The Magic of Music

OneRepublic "Mirage"

https://www.youtube.com/watch?v=Dm BrGu1sHM&ab_channel=OneRepublicVEVO

- Do you agree?
- Yes!
- Do you like it?
- I do.

- Would you like some tea?
- I'd like to. / I'd love to. / Yes, please.
- No, thank you.
- Can you do it?
- I'll try.

The sooner, the better.

I hope you understand the situation.

Are you sure?

I'm not sure about that.

Let me see... / Let me think.

Let me try.

You can count on me. / You can depend on me.

Let's set a date.

Sorry I'm late.

Probability Scale

| | | |
|------------|----------------------|---|
| | I'm 100% sure. | |
| They//S/he | will | <u>100% possibility</u> |
| | will likely | it's highly/very likely / in all likelihood |
| (are/ is) | likely (to) | |
| | would | would likely |
| | can | |
| | could | it seems possible/there is some possibility |
| | could possibly | by the look of things |
| | probably / perhaps | |
| | may well | |
| | may | it's not very likely |
| | might well | |
| | might | <u>approximately 5% possibility</u> |
| | are (is) unlikely to | |
| | | be late, too. |

It's difficult to say, but I think...

It's fascinating / amazing / intriguing/ awesome / superb!

I **do** like it. (*emphasis*) = I **really** like it.

What I **can tell you** is that **it does get better**.

It is **no exaggeration**.

It's **an exception to the rule**.

What a pity! / What a shame. (*Cf. Shame on you!*)

How disappointing.

That's too bad.

Great! What are a few other ideas you can think of?

What do you think is the most important issue we need to address?

Let's make several changes to that idea and see where it takes us.

That's an interesting point of view, and we **definitely should** pay attention to it.

Can you lend me a pen? / Can I borrow your pen? Sorry I haven't got one.

What you think this is all about?

I guess it's better than nothing.

She's brilliant

She's very bright.

She **knows it inside out**.

S/he knows this city **like the back of her/his hand**.

She's a walking encyclopedia (of ...).

S/he's in a class of her/his own.

She's the best in the business.

She's very gifted/talented.

How can I help you?

I believe I can help.

Let me translate that into plain language.

I can show you how.

What's the matter?

What's wrong?

Are you all right?

Your secret's safe with me. *secret's = secret is*

We need to talk.

This is the highest quality available, and it's certified, which is why it costs more.

It's not **good enough**.

I look forward to working with you.

Let me see what I can arrange / work out / do for you.

I am **in charge of**... / I am **responsible for**... *Я відповідаю за...*

That **sounds good**.

This idea **resonates with** me.

I think that's a great idea.

That's great! / Sounds great!

I **understand** what you **mean**.

That's OK by me.

That's exactly what I think.

I'm sure / convinced / positive that ...

We're **in the mood for** taking a trip.

I don't think so.

I'm afraid I don't agree.

I'm not so sure about that.

That's not how I see it

It/That depends.

It all depends on money.

It takes a lot of time.

When it comes to ...

It's a nice/lovely day, isn't it?

What a coincidence/ surprise!

What a stupid idea!

You're a great / terrific cook!

I doubt it. I'm in two minds about it.

Without a doubt, / Undoubtedly, science needs more.

There's no doubt that the Internet will continue to grow in importance.

I'd like to share some thoughts on ...

I'd like to **congratulate** you **on** your award.

My **congratulations (congrats) / compliments on** your promotion.

I regret not putting more effort into my studies.

I'm sorry about wasting your time.

Do you have any hobbies? (*AmE*) = Have you got any hobbies? (*BrE*)

Are you **interested in** sports / music / computers?

Do you have a favorite kind of food / music / sport?

What's your favorite color / music / game?

What kind of sports / movies / food do you prefer?

I find travel/travel(l)ing fascinating / interesting / stimulating.

Modern art intrigues / fascinates me.

What TV shows are you into?

Such shows/movies are **of great interest to** me.

How do you spend your spare/free/leisure time?

I'm hopeful / optimistic / positive about getting a good job.

I **have high hopes for** my PhD students.

We have a lot in common.

We share the same interests/common ground in our values.

We're both interested in the same things.

- I like apples.
- So do I / I do, too. / Me too.
 - I'm fond of tea.
 - **Same goes for me. / Same here. / You bet! / You can say that again!**
- I'm not really into sports.
- Neither am I.
- I don't like it.
- Neither do I.

Tastes differ. *На колір та смак товариш не всяк.*

I'm not a big fan of ... / I'm not really into sports/fashion.

I **dislike** doing household chores.

I **hate/can't stand/detest** household chores.

I hate it. I can't stand it – not a bit!

I'm **sick and tired of** / sick of / tired of ...

Doing household chores **annoys** me.

I'm hungry. // I'm starving. / I'm so hungry I could eat a horse!

I'm full.

We **kind of / sort of like** this painting.

The movie was **rather** interesting.

The movie was **not bad / so-so**.

"I **dream of** painting and then I paint my dream. (*Vincent Van Gogh*).

What do you think of the weather?

The weather doesn't matter to me.

It makes no difference to me **if it snows or rains**.

It's all the same to me **if we go out or stay home**.

Do **NOT** use "will" after:

if / suppose / should when after / as long as before unless lest until

If I **know** it, I will tell you. **Should** I know it, I will call you. **Suppose** I know it, I will email you.

If anything can **go** wrong, it will.

If it **sounds** too good to be true, it probably is.

Put it down, **lest** you **forget**.

NOTE exceptions to the rule:

Usually, we DON'T use «will» after «if» in English.

However, there could be some exceptions to the rule!

We CAN use «will» after «if»:

- if we're talking about

future results rather than conditions

(e.g., «If you think it **will** help you achieve the goal...»)

- in **certain phrases** like:

"if you **will**" (meaning «if you insist on...»)

"if you **won't**" (meaning «if you refuse to...»)

- **in polite requests:**

"if you **wouldn't mind**..." (doing something)

"if you'd be so kind as..." (to do something).

OLDIES BUT GOLDIES

The Doors "People Are Strange"

https://www.youtube.com/watch?v=sez05A4s2g&ab_channel=JimMorrison

It's not the end of the world.

(this phrase is used when someone is upset about something small and trivial)

It does the job.

You have my word.

We're good to go/all set.

People say: "Sorry to trouble you" when they come up to me in the street.

Let me see what I can **arrange/work out/do** for you.

It's a deal! = Agreed!

We can work it out. / We can work something out.

I'm sure we can iron this out.

It's a win-win situation.

Let's bury the hatchet.

Let bygones be bygones.

The people of this region are **intensely** patriotic.

very

There is nothing to worry about for people in the know.

S/he is nice to talk to.

Take your time. / No hurry. / No rush.

You drive me crazy! / You drive me out of my mind.

offers **Shall I/ Should I** stay?

advice **Why don't you** go there?

requests **Can I have some** water?

suggestions **Why don't we** do it together?
Let's focus on ...
Let's see how I can help you figure this out.
Let's do it, **shall we?**

| | | |
|---|------------------|---|
| I | suggest | |
| | recommend | that we do it. |
| | insist | (that) we (should) think about it. |

It is **important/ essential**
recommended
desirable

We should discuss your suggestion **instead.**

We need to approach this **as productively as** we can.

asking about opinion

What do you think about...? **What do you think** this book is about?

How do you feel about...?

I **feel like** going there.

What's your opinion of / on?

What is your **take** on the situation?

What do you think are **the core issues** we must address?

What's your **view/take/stand/position** on the changes to our plans?

Why do you think so?

How come?

How come you think so?

why VS. how come

Why are you going to the USA?

How come you are going to the UK?

NOTE. When you ask a question beginning with

How come, you do NOT invert the subject and verb.

What makes you think so?

What **is it** that **makes songs so re-listenable**?

Why bother?

Why worry?

Deliver me from reasons why. *He нитай мене, чому.*

set someone or something free from

Cf.

to deliver a baby (*to give birth*)

to deliver a parcel/the goods

to deliver a lecture

to deliver *to provide (something promised or expected)*

"In the end, the true test is **not the speeches** a president **delivers**, it's whether he **delivers on the speeches**." (*Hillary Clinton*).

Do you/they/I know it? Does **s/he// Mary/ Michael** know it?

Where is the museum **located**? *Де розташовано / розміщено...? // Де знаходиться?*

What do you mean? What **do you mean by that**?

His name is Michael, **which means** “who is like God” or “gift from God” in Hebrew.

Do you have any suggestions?

Do you have any creative ideas?

Any further **comments** / **points** / **remarks**?

Comments, anyone?

To err is human.

They want us to succeed.

NOTE She **seems/appears to know** everybody. *очевидно, / здається,*

Compare: Fortunately, a solution **appeared** on the horizon. *з'являтися*

It seems possible. **It seems** they know it.

They **seem to know** him too well. He **seems to know** it.

Nothing **seems to matter**.

It seems strange. **It may seem strange.** **It does seem strange.**

Customers **seem to know** / **appear to know** about the site.

Websites **can be difficult to navigate**.

They **seem to know** something we don't.

It occurs to me that the speaker has it wrong.

It occurs to me, I actually know very little about this.

NOTE He may **turn out to** be right. **to prove to** / **to turn out to** *виявлятися*

This will probably **prove to** be true.

Compare: Exceptions **prove** the rule. *доводити*

It turns out he is right. / **Turns out** he is exactly right. *Виявляється,*

Turns out, that's an illusion.

Turns out, they can.

It is **too** late **to** change the past.

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

I **would prefer** to stay home **rather than** go to the party.

I'd rather / **I would rather** **not** be the one behind the wheel.

I prefer you behind the wheel and me - the passenger.

You **had better** go. Or you **had better** not.

- Can I get you more than that?
- No, thank you. I'm fine **for now / for the time being.** // Thanks, but **I'd rather not.**

OLDIES BUT GOLDIES

Depeche Mode "Behind The Wheel"

https://www.youtube.com/watch?v=zJ2yQH6Nw5U&ab_channel=DepecheMode-Topic

OLDIES BUT GOLDIES

The Doors "The Crystal Ship"

https://www.youtube.com/watch?v=LLkGsfOfgUw&ab_channel=Fritzes007

OLDIES BUT GOLDIES

Jesse Cook and Emma-Lee "I Put A Spell On You" (song written by Jalacy "Screamin' Jay" Hawkins)

https://www.youtube.com/watch?v=JmvP91FDQuk&ab_channel=JWAudio%26Music

Academic English: Reference to the Present

in research papers' introductions

There is a considerable amount of literature on

Further work on this problem is, however, badly needed.

There is **no clear consensus** on

There is **no general agreement** on

There are **no hard and fast lines/rules.** (fixed or definite)

чітко окреслені, чітко визначені (межі, правила)

There is **no distinct line between** formal and informal.

The present **study investigates**

in definitions (both Active & Passive voice are used)

Here, strategy **refers to** basic purposes and missions.

Next of kin **is defined** as a person's closest living relatives through blood or legal relationships.

That's how **we define** life.

referring to somebody else's works (the so called "historical present")

X et al. **point out/highlight** ... [...].

stating a universally accepted scientific fact, some background information

Water **freezes at** 0 degrees Celsius.

stating an established methodology across various scientific fields

Our research **utilizes case studies** to investigate...

Through **case studies, we aim** to understand...

*mentioning the conclusion drawn from the research,
summarizing trends and presenting results*

Based on these findings, **we conclude** that this new material has promising applications for solar energy conversion.

Our results **contradict** the findings of earlier studies, which reported...

ALSO: **Past Simple** Tense may be used with similar purposes.

Our study **found** a positive correlation between exercise and cognitive function.

*interpreting the findings, stating tentative conclusions,
and suggesting the need for further research*

These results **suggest** that **further investigation** into the underlying mechanisms **is needed**.

Based on the current data, **it might have some positive effects**, but **more trials are needed** for confirmation.



Present Progressive a.k.a. Present Continuous

5 ways to use the PRESENT CONTINUOUS verb tense in English.

https://www.youtube.com/watch?v=UCHXY5BL2hM&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses



action at the moment of speaking

What **are you doing**? **now/right now/at the moment/currently**

I'm having a problem with my ...

They know that what **I'm doing** is for the sake of their own future.

We **are** currently **working** on...

She **is** studying **right now**.

It's freezing. (extremely cold)

It's pouring. (raining heavily)

evolving practice that is in progress (the dynamic nature of the change)

Nowadays, people **are using** AI to help with cybersecurity and fraud management.

Everything **is getting** **better / better and better**.

temporary actions

I **never wear** a hat, but **today I 'm wearing** one because it's unusually cold.

I **usually do** science, but I'm **not doing** science **this semester/this month/this year**.

Why are you **being so selfish**?

- Do you really mean it?

- No, I'm just **being polite**!)

letter openings / phone calls openings

I am writing to...

I'm calling to find out...

continuation of an event

They **are continuing** to...

The industry **is continuing** to improve.

polite requests

I'm **wondering** if you could help me. ALSO: I **was wondering** if... (*the most polite request*)

conveying emotions (use "always"/"continuously")

What do they think **they're doing**? (*irritation*)

Where do you think **you're going**? (*outrage*)

She **is always** kidding / pulling my leg! // You're kidding (me). / You're pulling my leg.

I **can't believe/couldn't imagine** what I'm seeing.

Do you understand what I'm saying?

Is anything **going on** that I should know about?

OLDIES BUT GOLDIES

Dire Straits "Where Do You Think You're Going" by Mark Knopfler

https://www.youtube.com/watch?v=gUN3TsZQ88k&ab_channel=TheVinylGuru

What are you thinking about?

What are you looking for?

Why are you going to the USA?

How come you are going to the UK?

NOTE. When you ask a question beginning with

***How come**, you do NOT invert the subject and verb.*

definite plans, arrangements

She **is flying** to London **tomorrow**. (*definitely: we already made all travel arrangements*)

We're **having** a party **this Saturday night**.

She's **joining** us **in a minute**.

plans and intentions

going to... / I'm planning

We're **going to** participate in a new initiative at the company. It should be challenging, but it can yield great rewards.

What are you planning to do for the summer?
What are you doing on/at the weekend?
What do you have in mind after graduation?
Are you doing anything after school?
I'm planning / hoping to travel.
We're thinking about traveling around our country.

I'm going to be an engineer **when I grow up**.
I'm going to go to university **next year**.
I'm going to move to the country **for the summer**.
Where **are you going to stay**?
What **are you going to do** this semester?

OLDIES BUT GOLDIES

Rod Stewart "I am Sailing"

https://www.youtube.com/watch?v=I5jVsKqsPIo&ab_channel=ONSLyrics

OLDIES BUT GOLDIES

The Beatles "When I'm Sixty Four"

https://www.youtube.com/watch?v=wUDRIC5RSX4&ab_channel=TheFreddyShow

OLDIES BUT GOLDIES

Nina Simone *Memphis in June*

https://www.youtube.com/watch?v=dNhPIjX7N9k&ab_channel=ClassicMoodExperience

Reference to the Future

Future Simple

some action will take place in the future

She **will do it** **tomorrow**.

the day after tomorrow післязавтра

one of these days цими днями (стосовно майбутнього)

I **won't** do it. (*will not*)

Next time I'll be more careful.

I will do it **first thing in the morning**.

I'll **always** remember... / I'll **never** forget...

I'll have.../ I'll go for... *(use these phrase for ordering in a restaurant)*

Time will tell. *Час покаже.*

Give it a try! / Perhaps you should **give it a try.**

I'll know more details **by then.** *на той час*

I'm living like **I'll hit a hundred.**

I'll see to it that we communicate with them. *Я потурбуюся (про те, аби...)*

I think it would certainly be useful **in the long run.** *у далекому майбутньому*

in the short run. *у недалекому майбутньому*

REMEMBER: **NO will** after

if / suppose / should when after / as long as before unless lest until

If I **know** it, I will tell you. **Should** I know it, I will call you. **Suppose** I know it, I will email you.

I **will do** it **when/before/after/as soon as// if/should** you **come.**

Should you **come** here during the sundown or sunset, the vista gets even better.

announcing the structure of your research paper etc.

We'll begin with ...

Next, we will address...

Finally, we will explore...

We will conclude by...

promises

I promise I **will not tell** him about this. I **won't tell** anyone.

Don't worry, I'll be careful.

weather forecasts

The weather forecaster says **it will rain.**

predictions

Technology **will change** our lives.

would *(less categorical)*

voluntary actions

(The phone is ringing.) I'll get it. (I'll **get** the phone). I'll **get** the door.

referring to advancements that haven't happened yet

Future developments in technology **will likely** change the way we work.

would

would likely

Future Progressive a.k.a. Future Continuous

She **will be taking** the test **when you arrive**.

Tomorrow at 10 a.m. / This time tomorrow she **will be taking** the test.

Until the twelfth of never, I'll **still** be loving you.

*the twelfth of never=*once in a blue moon *ніколи, після дощук в четвер*

We **will be needing** rules and laws for this new domain.

future predictions

By 2050, about 75% of the world population **will be living** in cities.

OLDIES BUT GOLDIES

Paul McCartney "No More Lonely Nights"

https://www.youtube.com/watch?v=rXdXwAciROc&ab_channel=PlayBeat

Future Perfect

By this time next year we **will have passed** our exam!

She **will have written** Chapter 4 **before** she **writes** Chapter 5.

if

when

after / as soon as

unless

By then you **will have learnt** some important things.

Future Perfect Progressive a.k.a. Future Perfect Continuous

She **will have been writing** for 2 hours

by the time her friends **come over**.

Academic English: Reference to the Future

announcing the structure of your research paper etc.

We'll begin with ...

Next, we will address...

Finally, we will explore...

We will conclude by...

identifying a broader area for future investigation and suggesting future research directions

Future research **is needed to explore** the potential mechanisms underlying this observed phenomenon.

highlighting potential applications

This technology has the potential **to be applied** in various industrial applications.

acknowledging limitations of the study and suggesting how future studies could address it

Future research **should address** the limitations of this study, such as the small sample size.

referring to something that is unknown or uncertain now (information about it become clear in the future)

The long-term effects of this new drug are **yet to be ascertained**. *ще не з'ясовано*

It remains to be seen how this new policy will affect the economy.

Will VS. Would

https://www.youtube.com/watch?app=desktop&v=w3YjkvjP6RU&ab_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid

See also: O. Ilchenko *The Language of Science* p. 147

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Again, think of referring to the

Future BY THEN

(TIME TO COME/ TIME AHEAD)

Present NOW

Past (BY) THEN

Occasionalisms

The Frinky Science of the Human Mind: how to build emotional connections that back up your decisions. <https://www.gsb.stanford.edu/insights/class-takeaways-frinky-science-human-mind>

Here, the word “frinky” means the combination of funky (bizarre) + freaky (strange) = frinky. Professor's son has actually coined new term for out-of-the-ordinary research:

https://www.youtube.com/watch?v=EQuzySo_0c&ab_channel=StanfordGraduateSchoolofBusiness

The Magic of Music

The Beatles surprised fans in 2023 with the release of "Now and Then," a song John Lennon started in the 1970s. Thanks to modern audio technology, Lennon's original vocals were used to create a "completed" version featuring contributions from surviving members Paul McCartney and Ringo Starr, along with the elements of George Harrison's guitar work.

This "lost track" became an instant hit, debuting at number one on both the UK Singles Chart and the US Billboard Digital Song Sales chart. Released decades after the band's breakup, "Now and Then" was seen by many as a final chapter in the Beatles' incredible musical journey.

The Beatles “Now and Then” (2023)

https://www.youtube.com/watch?v=AW55J2zE3N4&ab_channel=TheBeatles



Class Takeaway 10

English Verb Tenses: Reshaped and Revisited (part 2)

Reference to The Past & Reference to both Past and Present

The Art of Negotiation

<https://www.gsb.stanford.edu/insights/class-takeaways-art-negotiation>

How To Disagree With Someone More Powerful Than You

<https://hbr.org/2016/03/how-to-disagree-with-someone-more-powerful-than-you>

How to Control the Conversation in English & Avoid Uncomfortable Questions

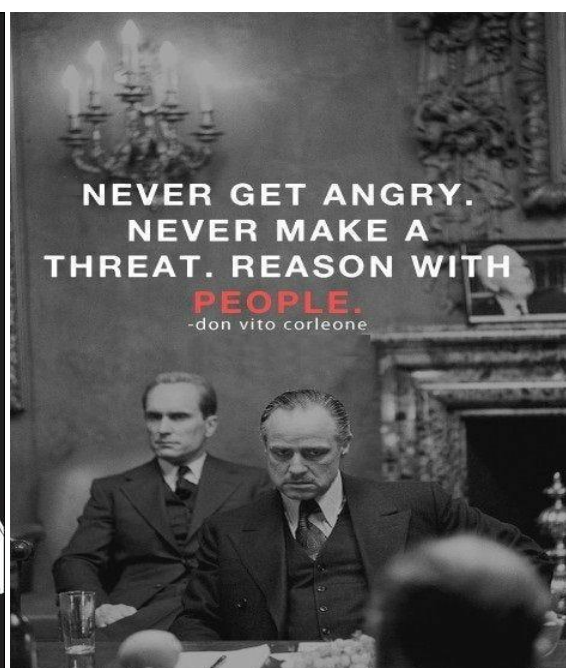
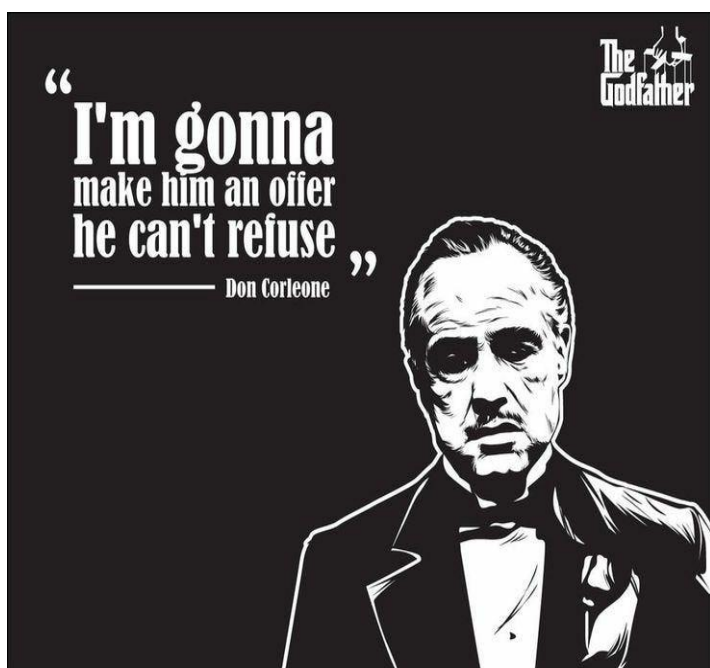
https://www.youtube.com/watch?v=4o00f76olls&ab_channel=SpeakConfidentEnglish

How to Give Feedback in English: Tips and Phrases for Success

https://www.youtube.com/watch?v=CLdbTlgRB1M&ab_channel=SpeakConfidentEnglish

Great Answers to Small Talk Questions in English

https://www.youtube.com/watch?v=CTV2xclMjPg&ab_channel=SpeakConfidentEnglish



Tips for Effective Cross-Cultural Communication

Cultural aspects play a fundamental role in communication, shaping how we interact and understand each other. Vocabulary, grammar, and even the formality of language can vary greatly across cultures. Understanding these variations can prevent misunderstandings. Some cultures value direct communication, while others prefer a more indirect approach. This can affect how someone expresses requests, criticism, or opinions.

The meaning of gestures, facial expressions, and personal space can differ significantly between cultures. A thumbs-up might be a positive sign in one culture but offensive in another. Some cultures have a high power distance, where hierarchy and authority are respected. Others value a more egalitarian approach. This can affect communication styles with superiors or colleagues.

Greetings vary across cultures, from handshakes and bows to cheek kisses. Knowing the appropriate greeting shows respect. Gift-giving customs differ. In some cultures, it's expected, while in others, it might be seen as a bribe. Certain topics might be considered taboo in some cultures. Awareness of these sensitivities avoids causing offense.

By recognizing cultural differences, you can interpret communication more accurately and avoid unintentional offense. Showing cultural sensitivity demonstrates respect and facilitates building stronger connections with people from different backgrounds. Tailoring your communication style to the cultural context fosters clearer understanding and collaboration.

More Tips & Tricks

- Be aware of your own cultural biases.
- Actively listen and try to see things from the other person's perspective.
- Ask clarifying questions if you're unsure about something.
- Be patient and respectful of cultural differences.
- By understanding and appreciating cultural aspects in communication, you can bridge the gap and foster successful interactions in a diverse world.

Some examples, of culture specific communication, from *the Economist*:

What the British say: "Very interesting."

What the British mean: "I don't agree/I don't believe you."

What is understood: "They are impressed."

What the British say: "I hear what you say."

What the British mean: "I disagree and do not want to discuss it any further."

What is understood: "He accepts my point of view."

What the British say: "With the greatest respect."

What the British mean: "I think you are wrong (or a fool)."

What is understood: "He is listening to me."

What the British say: "Correct me if I'm wrong."

What the British mean: "I know I'm right — please don't contradict me."

What is understood: "Tell me what you think."

What the British say: "That's not bad."

What the British mean: "That's good or very good."

What is understood: "That's poor or mediocre."

What the British say: "Perhaps you would like to think about..." / "I would suggest..." /
"It would be nice if..."

What the British mean: "This is an order."

What is understood: "Think about the idea, but do what you like."

What the British say: "Oh, by the way.../Incidentally ..."

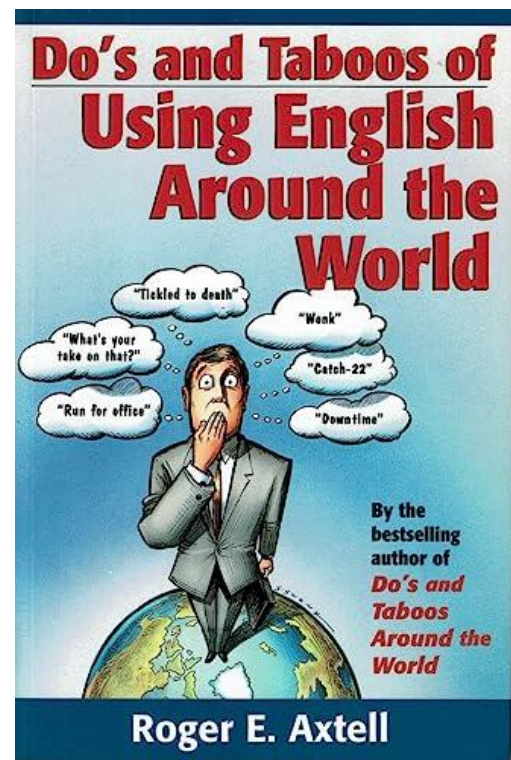
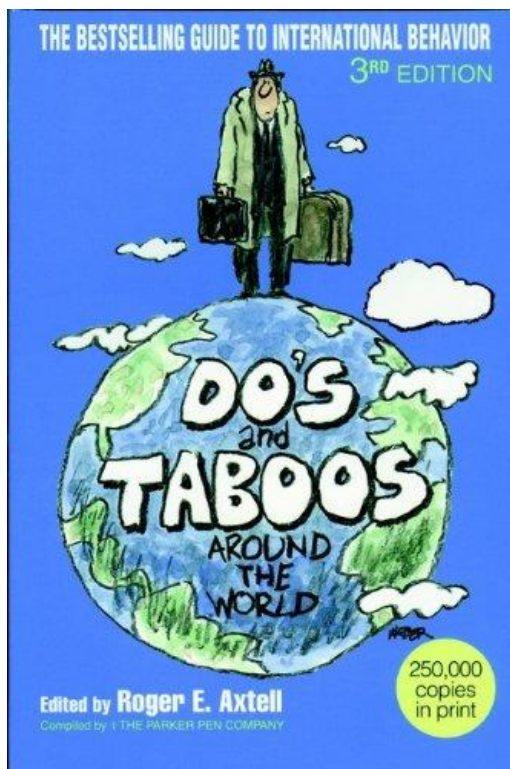
What the British mean: "The primary purpose of our discussion is..."

What is understood: "This is not very important ..."

<http://www.economist.com/node/21518456>

The readers of the above mentioned article provided their own examples of cross-cultural communication, like this one:

"Several years ago, I was a member of a sales team in the Israeli telecommunications equipment manufacturer where I was working. We made a presentation to British Telecom at their head-office in London, and after our chief engineer had described our technically advanced new product, the head of the BT team stood up and said "I tend to agree that this could be a good solution for us." So on our return to Israel the chief engineer and I told our managing director that things were looking good. However, a couple of weeks later, our London office manager discovered that the BT team leader had in fact made a recommendation to his management categorically rejecting our product proposal. "I tend to agree" became a company joke, and its meaning was by then well understood by all."



Exercise 8

Match the two columns

| | |
|---|--|
| 1. finding a way to say “no” | A. “What makes you think I am angry?” |
| 2. someone continues talking about an issue that you feel defensive about | B. “It feels like we are competing for whose ideas are best and I would rather not do that.” |
| 3. saying nothing new—simply repeating the same information over and over | C. “I believe we have said everything that needs to be said.” |
| 4. someone accuses you of being angry | D. “I will need to think about that.” |
| 5. someone says it is good to see you because you haven’t been around lately (suggesting you have not been working) | E. “Let me get back to you.” |
| 6. someone continually puts down your suggestions | F. “Thanks, it is nice to be here—working in the field has been productive but I have missed seeing people in the office.” |

Exercise 9

Cross-cultural proverbs and sayings: match the two columns.
Which one is your favorite?

| Proverb | Country |
|--|----------------|
| 1. The nail that sticks up feels the hammer first. | a. Poland |
| 2. Fish and visitors smell after three days. | b. Albania |
| 3. Don’t make an elephant out of a mosquito. | c. Ukraine |
| 4. Just because you wake up early, the dawn won’t happen any sooner. | d. Romania |
| 5. Too much and too little ruins everything. | e. China |
| 6. Heaven is high; Emperor is far. | f. Sweden |
| 7. The one who is not right is the one who screams louder. | g. Mexico |
| 8. Every disadvantage has its advantage. | h. Estonia |
| 9. He who leans against a big tree, will always find shade. | i. The USA |
| 10. Not my circus, not my monkeys. | j. Japan |

English Verb Tenses: Reshaped and Revisited (part 2)

Reference to the Past

Past Progressive / Past Continuous

exact time in the past

Yesterday at 6 p.m. I **was studying**.

In the early 1960s, politicians **were working** to pass civil rights legislation.

At 7:30 a.m. the voters were waiting in line at the election polling stations.

The other thing I **was mentioning** is creativity. (***a moment ago***)

He said he **was doing his best** to remain optimistic.

repeated actions in the past (a general tendency and/or conveying emotions)

They were **always** complaining.

parallel actions (two or more)

I **was reading** **while/when** my parents **were watching** TV.

one action interrupted by another

She **was studying** **when he called**.

He **was living** in Washington, D.C., **when he decided** to run for political office.

While we were looking around, the rain **stopped**.

with a series of verbs in the past progressive, it is not necessary to repeat ~~was~~ or ~~were~~.

The students **were taking** notes, **texting**, and **surfing** the Internet.

polite requests

I **was wondering** if you could help me. ALSO: I'm **wondering** if ...

Past Simple a.k.a. Past Indefinite

DO and DID in English

https://www.youtube.com/watch?v=XGZxj8JE6N4&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses

“DID YOU KNOW?” or “DO YOU KNOW?”

completed action

What happened?

last night

yesterday

the day before yesterday *позавчора*

in 2013

on Monday

the other day *цими днями (стосовно минулого)*

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

She **studied** **last night**.

I **started** learning English **3 years ago**.

It **was** too soon to tell **by then**. *на той час*

***too soon to tell** *зарано говорити/робити висновки*

All of a sudden / **suddenly** it **started to rain** again. *зненацька*

We **chatted**. (*had an informal conversation*)

We **didn't have** much of a choice.

How did it go? = Was it successful?

I **looked** everywhere, but **couldn't find** it.

The Internet **started in the 1960s** as a way for government researchers to share information.

I **did like** it. (*emphasis*) = I **really liked** it.

I **didn't like/wasn't crazy about** the movie, **but I did like** the soundtrack.

Who **did** it?

Why **did** you / they / I // s/he **do** it?

Where **did** you / they / I // s/he **do** it?

NOTE.

I **did it** this morning. [*the morning is over*]

I **have done it** this morning. [*it is still morning*]

if it wasn't for... / **if it hadn't been for...** *якби не...*

ALSO possible: **if it was not for**

to talk about prices

It **cost** a fortune. **a fortune** = a lot of money

It **was** a real bargain. **a bargain** = something bought or sold at a lower price than expected

after certain phrases

It's high time / it's about time you **knew** it.
(*давно час, давно пора*)

When **did** you **last** ...

For the first time/in my life

For the first time ever

For the first time in my life I **saw** the truth.

Did you know that he got married?

Did you know that she got promoted?

As luck would have it./ Fortunately./ Luckily,

nothing valuable was lost.

It occurred to me, *мені спало на думку/гадку...*

It never occurred to me! / I never thought of that! / It never crossed my mind.

NOTE: He **left just now.** VS. He **has just left.** *щойно*

I really **enjoyed** seeing you again.

We **were taken by surprise.**

The food **was** really delicious!

You **were not** at fault/to blame.

Everything **seemed strange.**

"This **is the day** you will always remember as **the day** you **almost caught**
Captain Jack Sparrow." (*The Pirates of the Caribbean*)

What happened on your vacation / trip / when you **went** to... ?

Did anything interesting / unusual / exciting happen to you on your holiday?

***used to + Verb** /'jus.tu/ = ***used to/would + Verb** /'jus.tu/

у минулому; раниш(е)

e.g. I **used to work** there (*in the past*).

He lived (**used to live**) in London **in 2020 / in the past**. (*у минулому*)

It's not like **it used to be**.

I **didn't use to** jog.

VS.

***to be used to + Noun/Gerund (V+ing) / would** /ju:st/

звикнути (до)

e.g. I **am used to criticism**.

I **am used to working** there. (*to be accustomed to*)

I **am used to living** in London. (*звичка*)

VS. **to be used for/to** *використовуватися (за)для* /ju:st/

What **is** this device **used for**?

This device **is used** [*pause*] **to** connect the computer to the internet.

used books /ju:zd/ (*for adjectives*)

Academic English: Reference to the Past (Past Simple)

addressing historical context, previous research, and specific studies

Watson and Crick **discovered** the structure of DNA **in 1953**.

mentioning specific time/dates

We found ... **in 2024**.

Research on ... **done in the past** five to ten years, **formed** a new strand of research.

reporting specific findings and relating them to previous research

During the experiment, **it was observed** that the temperature **had** a significant impact on the reaction rate.

The study **found** a significant increase in ...

The analysis **revealed** several unexpected patterns in the data.

when referring to the author's/authors' own work

We found...

It was found

Xs were found to....

describing procedures, materials, and methods

Our investigation **utilized a case study method** to...

Data **was collected through questionnaires and interviews.**

talking about statistics

The unemployment rate **rose / went up.**

dropped / plummeted

There **was a sharp increase in** unemployment.

a gradual rise

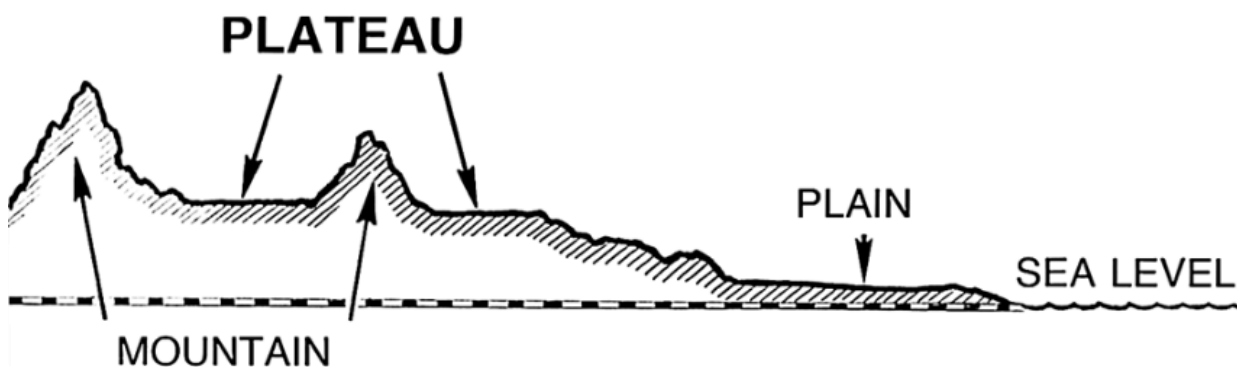
a slight decrease

The unemployment rate **reached its peak.**

The unemployment rate **plateaued/reached a plateau.**

(to stop increasing/improving/advancing any further after reaching a certain level

перестати збільшуватися, зростати, розвиватися або покращуватися; досягати певного рівня і залишатися на ньому тривалий час)



Conditionals

See: O. Ilchenko, *The Language of Science*, p. 147

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Mixed Conditionals

https://www.youtube.com/watch?v=IL9bvVL9yyg&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 view from our apartment **if we hadn't chosen** a higher floor.

OLDIES BUT GOLDIES

Nina Simone "If You Knew"

https://www.youtube.com/watch?v=QCjk5CLs914&ab_channel=easylyricsorg4

Exercise 10

Match the two columns:

| | |
|---|---|
| If anything can go wrong, | educate people. |
| If it sounds too good to be true, | plant trees. |
| If you want something done right, | sow rice. |
| If you don't make any mistakes, | let it be enthusiasm. (<i>Bruce Barton</i>) |
| If at first you don't succeed, | it is by standing on the shoulders of giants. (<i>Isaac Newton</i>) |
| If at first you do succeed, | you're part of the problem. (<i>Eldridge Cleaver</i>) |
| If you always do what you always did, | set them free. |
| If you can spend a perfectly useless afternoon in a perfectly useless manner, | you don't make anything. |
| \ | |
| If you love someone, ... | try again. |
| If they come back, ... | try to hide your astonishment. |
| If they don't, ... | it will. |
| \ | |
| If you are planning for a year, | do it yourself. |
| If you are planning for a decade, | it probably is. |
| If you are planning for a lifetime, | you will always get what you always got. |
| \ | |
| If you're not part of the solution, | they never were. |
| If you can give your son or daughter only one gift, | they're yours. |
| If I have seen further, | you have learned how to live. |

Reference to both Past and Present

Present Perfect

***whodunit** ("who (has) done it") = **detective story**

started in the past, still goes on (continues)

I have lived here **all my life**. (*I still live here*)

recently/lately /of late / in recent time(s) *останнім часом*

I've been married **for 25 years**.

I have finally/eventually done it.

You **shouldn't have** (done it). *(said to show appreciation when receiving a gift)*

I **haven't heard from them** (for quite a bit).

The announcement **has/had long been expected**.

NOTE:

He **has just left**. VS. He **left just now**.

I've **just got** your message.

"I **have not failed**. I've **just found** 10,000 ways that won't work." *(Thomas Edison)*

NOTE.

I **have done it** this morning. *[it is still morning]*

I **did it** this morning. *[the morning is over]*

It **could have been** perfect.

Things **could have been** better.

Nothing **could have been** simpler.

It **must have been** obsession.

(said when you guess about something that happened in the past, and you are quite sure)

It seems strange that I **haven't heard** from them in weeks.

I **would** never **have guessed**!

I've **never thought of it / given it much thought**.

What **might have happened** to it?

Have you ever thought of it? *(BrE)*

Did you ever think of it? *(AmE)*

Has everyone **understood**?

Have you been here long? **No, I've just arrived. And you?**

Have you been to the museum? **No, not yet. Have you?**

Have you ever been to...?

You **haven't** forgotten to/about... , **have** you?

I **have forgotten writing** it. *(I did it)*

to write it. *(I didn't do it)*

since VS. for

The cost of clothes, furniture and other goods **has risen dramatically since** 2020.

Since then, such methods **have been widely used** in various application areas.

Prices **have fallen for 3 years**.

Food prices **have increased** by 13% **year over year**.

Grocery store prices **have risen** 2.0% while restaurant food **has increased** 7%.

***X(s)(have/has) been around** (informal) *мати багатий життєвий досвід*

They've **been around**. *they know a lot about life*

She's **been around**. (She **has been** around)

I **have been around long enough** to know that there is never enough time.

How have you been? = How are you? *Як справи?*

What have you been up to? *Чим (Ви) займалися? / Що робили?*

You **haven't changed a bit**.

I **haven't had the pleasure/opportunity of meeting** him yet.

Have you seen Theresa **recently/lately**?

Have I told you **lately** that I need more information?

OLDIES BUT GOLDIES

"Have I told you lately" by Van Morrison, covered by Rod Stewart

https://www.youtube.com/watch?v=qCLG5NA8p8M&ab_channel=RodStewart-Topic

Reference to both Past and Present

Present Perfect Progressive/Continuous

How long have you been doing this?

Як довго (скільки часу) Ви вже...? (*i do ci*)

What **have you been doing all this time**?

увесь цей час (*i do ci*)

She **has been writing** her essay **for 2 hours**.

протягом ... (*i do ci, y do menep*)

Have you been waiting long?

I've been waiting for a long time.

Academic English: Reference to the Past

talking about recent events

These problems **have long been an area of research**.

This **has been an area of research during** the past few decades.

Recently, **there has been growing interest in**

Previous work **has only focused on**

Previous research **has been limited to**

acknowledging relevant prior research related to your work

Previous studies have shown a link between sleep deprivation and cognitive decline.

A **recent study** by Jones et al. **has investigated** the effectiveness of this new drug.

This interpretation **has proven/proved instrumental** in defining key terms.

to prove instrumental - відігравати важливу роль, доводити ефективність

speculating about the past, discussing potential causes, acknowledging the possibility of other explanations - the so-called hedges / hedged statements are used here

The sudden change in the composition of the atmosphere **might have triggered** a period of global cooling millions of years ago. HEDGE

That **might have happened** due to a combination of factors. HEDGE

The observed changes in climate patterns **might have been influenced by** human activities such as greenhouse gas emissions. HEDGE

talking about somebody else's findings

Xs have been found to ... [].

It has been found that ... [].

However, these studies **have not addressed** the issue of

NOTE. You may also use **Simple Present** to refer to somebody else's works:

X et al. point out/highlight ...[].

MIND that you CAN

use Present Perfect with «we» to refer to your own overall conclusions:

We have found/obtained/confirmed

indicating completed studies

We **have utilized** the case study method to address...

Reference to the Past

Past Perfect

(at least) two completed (finished) actions in the past,

one action had taken place before another (usually in Past Simple)

She **had completed** her Masters degree **before** she **started** her PhD studies.

I **had only done**/written it in high school / once in my life.

I **had/have never studied**...

The event **has/had long been** expected.

Space exploration **has/had long been** an important part of his life.

has/had always said

My parents **had always said** that the past is a key to understanding the present.

if it hadn't been for... / **if it wasn't for...** *якби не...*

If it hadn't been for the invention of the printing press, knowledge wouldn't be so readily available today.

I **wish I hadn't been** so careless.

I **wish I had been** more careful.

I **wish I had known** it.

If I had known it, I **would have told** you.

If you had known about it, you **wouldn't have given** your phone number to them.

If I had had the time, I **would have attended** the webinar.

He **would have had** first prize **if he had entered** the contest.

They **could have finished** the project on time **if they had started** earlier.

Reported Speech a.k.a. Indirect Speech

See also: O. Ilchenko, *The Language of Science*, p. 237

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

NO TENSE CHANGES are required when you mention

1. things that are well-known and/or always true.

My father **had always said** that **to learn is never too late**.

2. statements that occurred only a very short time ago:

- How **do** you **manage** your time?
- You **asked (just now)** how I **manage** my time?

SEQUENCE OF TENSES:

direct speech: "I **like** doing research," he **says**.

indirect speech: He **says** (that) he **likes** doing research.

direct speech: "I **like** doing research," she **said**.

indirect speech: She **said** she **liked** doing research.

direct speech: "We need it **now**," they **said**.

indirect speech: They **said** (that) they **needed** it **then / at that moment**.

direct speech: "Where **is** the laboratory?" he **asked** her.

indirect speech: He **asked** her where the laboratory **was**.

direct speech: "I **liked** doing research," she **said**.

indirect speech: She **said** she **had liked** doing research.

direct speech: "When **did** it **happen**?", she **asked** him.

indirect speech: She **asked** him when it **had happened**.

direct speech: "I **have been working** on my presentation", he **said**.

indirect speech: He **said** (that) he **had been working** on his presentation.

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: "I **used to live** in Japan," he **said**.

indirect speech: He **said** she **used to live** in Japan.

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

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

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

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

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

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:

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

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

whether / whether or not

**whether you like it or not* подобається це Вам чи ні

https://www.youtube.com/watch?v=Klnroe1UBRs&ab_channel=Adam%E2%80%99sEnglishLessons%C2%B7engVid

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.

Past Perfect Progressive VS. Present Perfect Progressive

She **had been studying** for 3 hours **before** the test **started**.

I **am** tired, I **have been working hard** (*I'm still working/ I still work*)

have worked hard (*I'm done*).

I **was** tired, I **had been working**

had worked hard.

Translation challenge

1. If you **mix** blue and yellow paint, you **get** green.
2. If he **had studied** harder, he **would have** a better job now.
3. I **could have got/gotten** that job in Rome **if I knew** Italian.
4. What **would** you be doing now **if you hadn't decided** to go to university?
5. If you **had invested** in that company earlier, you **would be** financially secure today.
6. If you **hadn't taken everything into account**, it **would** be much more difficult now to live a self-sufficient life.
7. **If it hadn't been for** the Internet, navigating the world **would be** much more difficult.
8. They **wouldn't have got/gotten lost** if they **had followed** the map.
9. **If you were feeling tired** yesterday, you **should have gone** to bed earlier.
10. I **wouldn't be working** here today if I **hadn't applied for** the job last month.
11. Those who know me know I **had always said** that **if I were ever in the position to do so**, I **would make** a positive impact on the world.
12. **If it hadn't been for** my mentor's guidance, I **wouldn't have completed** my PhD.
13. I don't think the program **would be** nearly as successful **if it were not for** their assistance.
14. It **could not have happened** if it **were not for** the Internet.
15. This **would not have happened** if it **was not for** him.
16. "If youth **knew**, if age **could**." (Sigmund Freud).
17. **If I have the time**, I **would attend** the webinar.
18. You **wouldn't need to worry** about getting lost **if you had** a GPS.
19. If you **hadn't procrastinated**, you **would have finished** the project on time.
20. **If I had been** on time, I **wouldn't have missed** the beginning of the presentation.
21. I **wish I knew** it.
22. I **wish I had known** it.

OLDIES BUT GOLDIES

"I don't want to talk about it" by Rod Stewart

https://www.youtube.com/watch?v=ZzRco5n-JP4&ab_channel=AngelLyrics

“What if?” is a phrase used for

asking about hypothetical situations and their consequences. “якбитологія”

Sample “What if?” essay

Before the invention of printing, all books were hand-written. Just imagine: previously all information was written by hand...or spread by mouth. Painstakingly copied by hand, most books were religious texts meticulously crafted by monks, so that the information contained in them was inevitably limited to religious texts only. After the printing press people started to tell their stories about society, kings and queens and other things. As a result, literacy increased. For that reason alone the printing press is considered to be one of the most important events in the history of humanity. This invention was a pivotal moment in human history. It has indeed drastically changed the whole world: it has become possible to spread ideas quickly, efficiently, and cheaply.

Yes, we know that Gutenberg is believed to have invented a printing press in Germany around 1440-1455. But was he really the first one to do so? Not many people have ever heard of Bi Sheng. And yet, he did invent the printing technology as early as 1040, according to Shen Kuo who was a famous scientist in the Chinese Song Dynasty. Interestingly, this happened 400 years prior to Gutenberg’s invention. But because China happened to prefer isolation from the rest of the world, Bi Sheng’s invention was never widespread. Despite the fact that “Jikji”, the earliest known printed book was printed with this technology in Korea in 1377, and, as such, did pave the way for the world’s first printed book, it was not until Gutenberg that books started to be mass produced. The first such book was the Bible. What if Bi Sheng’s invention reached other countries much sooner? Apparently, Confucian teachings and literacy would have spread faster and around many more countries. Also, literacy could have spread across the globe centuries sooner.

Though these are hypothetical “what if” scenarios, one thing remains clear: the printing press revolutionized communication and knowledge dissemination, forever altering the course of civilization. However, these are just hypothetical scenarios.

“what if” = suppose / if

Suppose we win, what then? = **What if** we win?

suppose can also convey

suggestions

- You think we have to do this?
- **I suppose so. / I think so.** Гадаю, так.

I am a good scientist, **I suppose.** = I think/I presume/ I guess

Class Takeaway 11

Let's talk it over...

Strategic Communication and Strategic Maneuvering

Strategic Communication and Strategic Maneuvering are two concepts closely intertwined in the realm of communication and persuasion.

What is strategic communication? Simply put, strategic communication refers to the deliberate planning and execution of communication efforts to achieve specific goals or objectives. It involves the use of tailored messages, channels, and tactics to influence attitudes, behaviors, or perceptions of target audiences.

Strategic communication is goal-oriented: it is driven by specific goals and objectives, whether they are related to promoting a product or shaping public opinion.

Strategic communication is audience-focused: it involves understanding the needs, interests, and preferences of the target audience and tailoring messages accordingly.

Strategic communication often utilizes various/multiple channels such as traditional media, social media, advertising, public relations, and interpersonal communication to reach the intended (target) audience.

Strategic communication emphasizes the importance of feedback and ongoing evaluation to assess the effectiveness of communication efforts and make adjustments as needed.

What is strategic maneuvering? It refers to the art of skillfully navigating communication situations to achieve advantageous outcomes. It involves the use of rhetorical strategies, argumentation techniques, and persuasive tactics to influence the perceptions or actions of others.

Adaptability: strategic maneuvering requires the ability to adapt communication strategies based on the context, audience, and goals of the interaction.

Persuasive techniques: it involves employing persuasive techniques such as framing, storytelling, appeals to emotion or reason, and leveraging social proof or authority.

Anticipation and response: it requires anticipating potential counterarguments or objections and preparing effective responses to address them.

Ethical considerations: strategic maneuvering should be conducted ethically, respecting the principles of honesty, transparency, and integrity in communication.

Overall, strategic communication provides the overarching framework and strategic direction for communication efforts, defining goals, target audiences, and key messages. Strategic maneuvering serves as the tactical implementation of strategic communication, involving the use of specific communication techniques and maneuvers to achieve the desired outcomes in various contexts.

Essentials of Strategic Communication

<https://www.gsb.stanford.edu/insights/class-takeaways-essentials-strategic-communication>

<https://fastercapital.com/content/Strategic-maneuvering--Brinkmanship-and-the-Power-Play.html>

Ethos, Pathos, Logos, Kairos

Ethos, pathos, and logos are the terms used in rhetoric, the art of persuasion. They represent three key appeals a speaker or writer can use to convince an audience.

Ethos (Credibility): this refers to the speaker or writer's credibility and trustworthiness. An audience is more likely to be persuaded by someone they perceive as knowledgeable, reliable, and ethical. Establishing ethos can involve showcasing expertise, relevant experience, or citing trustworthy sources.

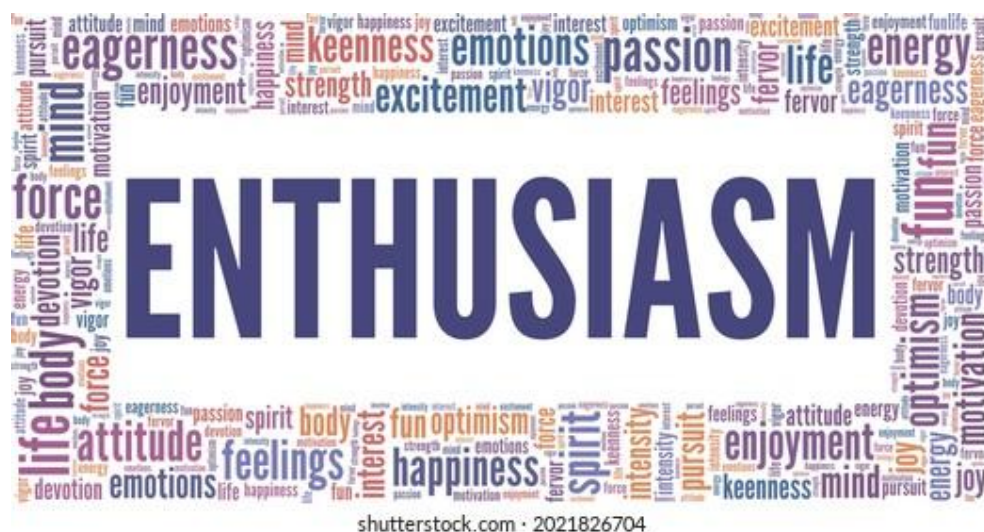
Pathos (Emotion): this appeal focuses on evoking emotions in the audience. By appealing to emotions like fear, anger, sympathy, or joy, a speaker or writer can connect with the audience on a deeper level and influence their response. For example, a speaker might use a personal story to evoke empathy for a cause.

Logos (Logic): this appeal relies on reason and logic to persuade the audience. It involves presenting clear arguments, evidence, and data to support a claim. Facts, statistics, and logical reasoning help the audience understand the validity of the argument and reach a well-informed conclusion.

Kairos is a concept sometimes added alongside ethos, pathos, and logos. It refers to the element of timeliness. A persuasive message is more impactful if it is delivered at the right time and place, when the audience is receptive to the message.

16 Persuasion Techniques You Can Use To Advance Your Career

<https://www.indeed.com/career-advice/career-development/persuasion-techniques>



Enthusiasm

by Eugene V. Debs

(Published in Locomotive Firemen's Magazine, vol. 8, no. 12 (Dec. 1884), pp. 732-733.)

“Enthusiasm is the locomotive that draws along the highway of progress the great idea of civilization. Without enthusiasm the world would today be in the midnight of the dark ages. No great reform is brought about without enthusiasm. No organization of great bodies is possible without enthusiasm. In the world's work the enthusiast will be found in the forefront. For him no night is too dark, no day too long; sickness and disaster stay him for a short time only; he presses to his goal through all opposition, and death is his only conqueror.

It was enthusiasm **that** carried the teachings of the lowly Nazarene from the shores of Jordan to the palace of Constantine. **It was** enthusiasm **that** made the barefooted soldiers of Washington the heroes of the revolution. **It was** enthusiasm **that** made the captain of artillery at Toulon the hero of Lodi and Austerlitz. **It was** enthusiasm **that** gave birth to Newton's immortal work, *Principia*. **It was** enthusiasm **that** gave birth to Laplace's Nebular Hypothesis. **It was** enthusiasm **that** made Florence Nightingale the ministering angel. **It was** enthusiasm **that** made Abraham Lincoln the grandest among men.

We sometimes laugh at the enthusiast. To us he seems overearnest; but his mind sees clearly the great object lying way beyond our observation. He **never** falters in his pursuit, **nor** stops to explain to others what to him is already known. He is after truth, that suffices him. The world may jeer, it may put obstacles in his way but he rises superior to everything.

It is this spirit of enthusiasm **that** will finally redeem the world. **All the great wrongs** we now suffer, the enthusiast **will right** in the course of time. You can not frighten him, you can not buy him. His mission is **to right a wrong** and that mission will be accomplished. Enthusiasm is more than **an unconquerable will**, it is a **conquering will**. It beats down its enemies and carries its friends with it on wings of light. Let a set of men be fired with enthusiasm and to them all things are possible. Organized enthusiasm is **simply irresistible**. It is an army with banners that have never been lowered to a foe.

Charge (*Заряжай!/До бою!*) is the only command enthusiasm known. Retreat is not in its dictionary.”

NON-VERBALS

See also: O. Ilchenko, *The Language of Science*, pp. 240-251

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Participle I

Participle II

Infinitive

Gerund

Participles: I (present) II (past), Infinitives, and Gerunds: these are all **verbals**, which means they are **words derived from verbs but function like other parts of speech** in a sentence.

Participles

function mainly as **adjectives** or **adverbs**

Present Participle (I)

teaching professor

I spent the whole day teaching.

(the) emerging field / trend(s)

He knows several investigators working in this field.

Past Participle (II)

taught courses = coursed taught

the obtained results = the results obtained

(the) so-called *так званий* (*not suitable/correct OR not yet known by many people*)

BUT: an involved explanation *складне пояснення*

all involved (in) *усі залучені (до)*

unwanted/undesirable trend *небажана тенденція*

*godforsaken place *Богом забуте місце*

*in the middle of nowhere = in the middle of godforsaken nowhere

It is always best to discuss this with a learned person. /'lɜːnɪd/

educated

They are visible to the naked eye. /'neɪ.kɪd/

"I never wonder to see men wicked, /'wɪk.ɪd/, but I often wonder to see them not ashamed."

(Jonathan Swift)

wicked issues / problems *складні, багатоаспектні, непрості, неоднозначні, підступні*

complex issues / problems

проблеми / питання

Infinitives

function mainly as **nouns** or **adjectives**, they are also used as **introductory phrases**:

My dream is **to teach**. = **To teach** is my dream.

She is **the first to come**, and **the last to leave**.

What is **the best time to visit** your home country?

What is **the best time to call** you?

Let your dreams be your wings **to carry you into the future**.

These rules **can be difficult to follow**.

To err is human.

It is **too early to talk** about it.

I **would like to** respond to your questions or comments.

I **would like to** reply to your review.

I **would say / I'd say** I'm adopting a wait-and-see approach to it.

I **want you to know** it: **they want us to succeed**.

She **helped** me **(to) solve** the problem.

He **seems to/appears to** know the rules. очевидно / вочевидь

It **seems** that nothing **seems to** matter. очевидно / вочевидь

It **turned out to/proved to** be a challenging project in many areas. виявилось, що

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

***not to mention/ *to say nothing of/* let alone** не кажучи (вже) про

***to say the least** м'яко кажучи

so to speak, / so to say, сказати б,

To be (perfectly) honest, is still up in the air.

To tell (you) the truth, I don't know.

Needless to say, і казати не треба, (що...)

Let's take everything into account, **to be on the safe side.** про всяк випадок

“split” Infinitive

It is of utmost importance **to** constantly **take** the users' feedback into account.

It's nice **to** finally **meet** you!

“My contemporary, Mr. Fowler, in a painstaking analysis of the split infinitive, divides the English-speaking world into five classes as regards this construction: those who don't know and don't care, those who don't know and do care, those who know and approve, those who know and condemn, and those who know and discriminate.”

(James Thurber. The owl in the attic and other perplexities. York: Harper & Row. 87–1931. 88.)

“bare” Infinitive (without “to”) is used

- with modal verbs (can, could, may, might, must, shall, should, will) and phrases “would rather”, “had better”

How can I help you?

- with the verbs “make” and “let”

Let's zoom in on this matter.

What makes you think so?

- with imperative mood

Please be quiet.

- after “Why?”

Why not contact them?

Mind the ways of converting direct speech into indirect speech by employing the Infinitive:

direct speech: She **said**, “Please **reconsider** the idea.”

indirect speech: She **asked me to reconsider** the idea.

direct speech: He **said**, “Please **don't open** the window.”

indirect speech: He **asked me not to open** the window.

direct speech: “**Could you return** my manuscript tonight?”, he **said**.

indirect speech: He **asked me to return** his manuscript that night.

direct speech: "Could you pass the salt, please?", she **said**.

indirect speech: She asked me to **pass** the salt.

direct speech: Would you mind **postponing** the meeting?, he **said**.

indirect speech: He asked me to **postpone** the meeting.

direct speech: "You **must stay here**", she said.

indirect speech: She said that we **should stay there**.

OR: She **ordered us to stay there**.

warned us not to go anywhere.

MIND the difference:

It is important that they **be present** at the meeting. (*аби вони були присутні*)

It is important that they **are present** at the meeting. (*що вони присутні*)

Gerunds

are derived from verbs, but function as **nouns**

Teaching is my dream. = My dream is **teaching**.

I like/enjoy **drawing**. = I like **to draw**

Writing is both an art and a craft. And a skill.

Teaching is tough, but fun.

NOTE. If you can pluralize it, it's NOT a Gerund, but a Noun!

e.g. Taras Shevchenko's **writings** and **drawings**

research **findings**

the **teachings** of...

ARE ALL NOUNS!

Gerunds are used after certain verbs and phrases:

to concentrate on / to focus on / to zoom in on

Let's **focus on / zoom in on** improving performance.

продуктивність, ефективність (роботи)

"Don't watch the clock; do what it does. **Keep** going." (*Sam Levenson*)

I am **fond of** studying and doing science.

They are **good at / (not) bad at** generating ideas.

I am **keen on** science.

I am **interested in** teaching.

I **have (no) interest in** playing computer games.

This subject is **worth** exploring.

Is it worth it? *(воно) того вартує?*

Is being a scientist worth it?

Thank you for having me. *Дякую, що запросили. / Дякую за запрошення.*

Thanks for inviting me.

I **apologize for** / I am **sorry for** being late.

Would you mind opening the window? *Ви не проти (, якщо)*

closing the door? *зачиняти* / locking the door? *замикати*

I **feel like / do not mind** studying tomorrow.

We are **proud of** winning the contest.

We **can't stand / hate** doing paperwork.

I **can't help** thinking of it.

They are **capable of** setting boundaries.

We are **worried about** oversimplifying things.

They are **afraid of /scared of** reorganizing.

He is **famous for** persuading others.

We are **excited about** creating and innovating.

They are **tired of** being manipulated.

Stop systematizing, **start** analyzing.

the (very) idea of troubleshooting

the problem of translating and interpreting

in spite of, after, before, without, by doing so

Infinitive VS. Gerund

See: O. Ilchenko, *The Language of Science*, pp. 244-251

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Both in the language of science and in the language of media, **infinitives** and **gerunds** play a crucial role in conveying information and shaping the narrative.

I like/prefer **doing** science.

to do

**BOTH INFINITIVES AND GERUNDS CAN BE USED WITH THE SAME WORDS,
BUT THE MEANING THEY CONVEY MAY BE DRASTICALLY DIFFERENT!**

***used to + Verb** /'jus.tu/ = ***used to/would + Verb** /'jus.tu/

у минулому; раниш(e)

e.g. I **used to study** there (*in the past*).

He studied (**used to study**) there **in 2020 / in the past.** (*у минулому*)

I **didn't use to** think so.

VS.

***to be used to + Noun/Gerund (V+ing) / would** /ju:st/ *звикнути (до)*

e.g. I **am used to working** there. (*to be accustomed to*)

I **am used to living** here. (*звичка*)

| <i>Infinitive</i> | <i>Gerund</i> |
|---|---|
| I didn't mean to do that. <i>не мав наміру</i> | That means exploring new approaches. <i>це означає</i> |
| I stopped to visit them. <i>зупинився, аби відвідати</i> | I stopped visiting them. <i>припинив відвідувати</i> |
| I forgot to buy this book. <i>забув придбати</i> | I forgot buying this book. <i>забув, що придбав</i> |
| He quit to work here. <i>звільнився, аби працювати тут</i> | He quit working here. <i>звільнився з цієї роботи</i> |
| I tried to open the window. <i>Я спробував відчинити вікно.</i> | I tried opening the window. <i>Я відчинив вікно.</i> |
| to offer to do something to refuse to do something | to suggest doing something to deny doing something |

Verbals in Academic English

EXAMPLES CONTAINING ALL TYPES OF VERBALS:

Sharing research-based media resources has the potential **to foster** education,

Gerund Participle II

Infinitive

adding more tools to your toolbox of strategies for **supporting** all involved.

Participle I

Gerund

“Combining immersion and presence **allows for learners to experience**

Gerund

Infinitive (“for-to” construction)

the **feeling** of **being** in and **experiencing** a digitally **simulated** environment, which in turn

Noun

Gerund

Gerund

Participle II

leads to higher levels of engagement.” *(John-Carlos (JC) Lozano)*

<https://elearningindustry.com/trends-influencing-learning-and-development-emerging-technology>

COMPARE:

Trends **influencing** AI development: what's **emerging** in the field?

Participle I

what is emerging: *Present Continuous*

Participle I

Drawing on previous research,

На підставі попередніх досліджень,

Drawing from ...

Базуючись на...

Proceeding from ...

Виходячи (із)

There is increasing concern *(that)...* *Усе більше занепокоєння викликає...*

Drawing on previous research, this study outlined three hypotheses

regarding / concerning *що стосуються* the state of the art of hypothesis testing.

сучасний стан

Speaking of which, where is this action? *До речі, ...*

Emphatic inversion

Confirming this assumption **is** yet another fact.

Participle II

The methods employed included ... Використані методи включали...

The **employed** methods included...

Given the circumstances, it was an impressive result. Враховуючи обставини, ...

That said, I **would like to respond** to some of the comments. це означає, що.../ а втім, ...

Emphatic inversion

Presented here are the figures as of 2020.

Emphasized here are the **observed** contradictory trends.

As emphasized in the previous section, the limits are significantly different.

Discussed above were small and large fluctuations.

Closely related to ... is/are/was/were ...

Infinitives

to report what someone said

The politician **promised to** lower taxes.

to express purpose

The scientists **aimed to identify the factors** contributing to climate change.

to express possibility - the so-called hedges/hedged statements are used here

The human brain **seems to have** approximately 86 billion neurons, though **estimates can vary**.

They **seem to vary** by career.

The problem **seems to vary** by neighborhood.

HEDGES

It **can be difficult to choose** where **to start**.

It **is supposed to be** the best library in the country. вважають, що...

to express necessity, or obligation

This new technology **has the potential to revolutionize the field of** ...

These **are bound to vary** across regions.

Our cultural history **must not be allowed to be rewritten**.

They **were permitted to organize** political associations.

I **am supposed to arrive** at 10 a.m.

You **were supposed to call** me. мали/провинні були (but you never did.)

to convey modulations of categorical and non-categorical markers

It **does** seem to vary.

to tell the bad news

We **regret to report** that no progress is currently being made.

focus on representing the research, processes, or phenomena

The study **focuses on analyzing** data from various sources.

We recommend **considering** all the available evidence before drawing conclusions.

Translation challenge

1. There was plenty else **to delve into**.
2. **For it to** finally **happen** is very exciting.
3. It is of utmost importance **for** enterprises **to listen** to their customers.
4. A reply is a specific type of comment **directed at continuing** a conversation **started by** a comment from someone else.
5. **The best time to travel** the world depends on the individual and their goals.
6. The students work together **using** multimedia.
7. You didn't come this far **to** only **come** this far.
8. The advantages of **integrating** multimedia in the classroom are many. There are, however, some **constraints to using** multimedia in the classroom, like time **required to plan, design, develop, and evaluate** multimedia activities.
9. **To be on the safe side**, we **have to consider** everything.
10. **Try to find** what you **need** on the Internet.
11. What we are dealing with is a shift so profound that **it can only be outlined when observed** in close relation to its form.
12. We all **seem to gravitate** toward our comfort zones from time to time, and one of the easiest ways **to stay** there is **to spend time** with people who are just like us / like-minded people. (*однодумці*)
13. "There is **increasing concern** that most current **published** research findings are false." (*John P. A. Ioannidis*).
14. Was it a **well-conducted, adequately powered randomized controlled trial** study?
15. Perhaps **it is best to think of** writing **as** a vehicle.
16. Why not **consider** all options?
17. "It is not enough to have a good mind, the main thing is to use it well."

(Rene Descartes)

18. "We have a hunger of the mind which asks for knowledge of all around us; and the more we gain, the more is our desire. The more we see, the more we are capable of **seeing**." (*Maria Mitchell*)
19. "You **don't have to be** great **to start**, but you **have to** start **to be** great." (*Zig Ziglar*)
20. **To tell the truth, to be honest** creates trust. I want **you to be** truthful.
21. "The important thing is **not to stop questioning**." (*Albert Einstein*).
22. "**Fostering** questioning among our students is the royal road to **making truth seeking** a habit of mind." (*Dr. Spencer Kagan*).
23. I didn't do it because I didn't feel like **doing** it.
24. Stories stimulate our brains **to enhance understanding by evoking** emotions.
25. "Awaken people's curiosity. It is enough **to open** minds, do not overload them. Put there just a spark." (*Anatole France*)
26. "Part of **teaching** is **helping** students **learn** how **to tolerate** ambiguity, consider possibilities, and ask questions that are unanswerable."
(*Sara Lawrence Lightfoot*).
27. "**Teaching** might even be the greatest of the arts since the medium is the human mind and spirit." (*John Steinbeck*)
28. "**To be** truly empathetic is **to do** what philosophers of all ages have declared as the highest virtue: **to treat** others as we would **hope to be** treated, **to seek** win-win solutions." (*Dr. Spencer Kagan*).
29. "Happiness is having a large, **loving, caring, close-knit** family in another city."
(*George Burns*)
30. Rethink your view of the world with "**The Teachings of Don Juan**" by Carlos Castaneda.
31. **Speaking of which**, what is in it?
32. "You don't write because you want **to say something**, you write because you have **something to say**." (*F. Scott Fitzgerald*)
33. There are three key factors that are essential for **improving** our drive for success: aspiration; inspiration; and motivation (AIM).
34. This mission gives them the drive **to develop** innovative products.
35. Be ready **for** technology-driven **trends to continue to create** both disruption and opportunity in the business world.

Media



What is the Difference Between Mass Media and Social Media?

<https://pediaa.com/what-is-the-difference-between-mass-media-and-social-media/>

The world of media is filled with specific terms. Media vocabulary is vast and ever-evolving.



news: current events and information reported by journalists

breaking news / live news / the latest news news of events that have taken place very recently or are in the process of taking place. *останні новини*
(та/або) трансляція наживо

feature stories: in-depth reports on a particular topic, often with human interest elements

feature: in journalism, "feature" is a story emphasizing entertaining aspects of a situation, as opposed to hard news *розважальний та/або сенсаційний журналістський матеріал*

documentaries: non-fictional films that explore a real-life topic

editorial — an opinion, commentary or analysis representing the thoughts of the editorial board, publisher and owner(s)



op-ed / opinion pieces: articles or commentaries expressing a writer's personal viewpoint: an opinion, commentary or analysis by a person outside the staff. The term op-ed originally meant "opposite the editorial page," referring to their placement. Generally, news outlets have a limit on how often a non-staff member can contribute to the opinion pages. This includes letters to the editor.

<https://www.quora.com/Why-are-news-publications-generally-unclear-about-which-pieces-are-editorial-vs-op-ed>

https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf

article — a generic term for anything in a news outlet except for advertisements

column /'kɒl.əm/ — an opinion, commentary or analysis by a person regularly appearing in that news outlet. Columnists /'kɒl.əm.nɪsts/ have specific personalities, and often followings. They may or may not be on staff.

advertising /advertisements / ads /advertis:

paid messages promoting a product, service, or idea

social media: online platforms for creating and sharing content with others

reporter: a journalist who gathers information and writes news stories

anchor, TV host: the person who introduces and delivers news stories on television or radio

editing: the process of selecting, arranging, and refining content for a film, video, or written piece

broadcast: sending out a program or content signal for transmission to a wide audience.

circulation / print-run (наклад/тираж)

Other Important Terms

bias: prejudice in favor of a particular viewpoint.

censorship: the suppression of information or ideas.

propaganda: information, especially biased or misleading information, used to promote or publicize a particular political cause or point of view.

objectivity: the presentation of information in a neutral and unbiased way.

clickbait: headlines or content designed to attract attention online, often in a deceptive way.

viral: content that is rapidly shared online and gains widespread attention.

sensationalism: provoking public interest at the expense of accuracy (*за рахунок*)

tabloid(s): pages dominated by sensational stories

hoax: deception (like composite pictures etc.)

blunder: a stupid or careless mistake



Express Doubts and Uncertainty in English

https://www.youtube.com/watch?v=9vZlohgKQZQ&ab_channel=SpeakConfidentEnglish

Advanced to Express Your Opinion in English

https://www.youtube.com/watch?v=2leLcHI9U1s&ab_channel=SpeakConfidentEnglish

Understanding the language of probability is useful in many ways, like making decisions based on chance to interpreting scientific data presented in terms of probabilities.

Probability Scale

I'm 100% sure.

will **100% possibility** **always** / certainly / for sure /

will likely it's highly/very likely / in all likelihood

HEDGED STANCES (OPINIONS, EVALUATIONS, ARGUMENTS)

(is/are) likely (to)

would would likely

can

could it seems possible/there is some possibility

could possibly by the look of things

could have been

probably / perhaps

may well

may it's not very likely

might well it's doubtful *сумнівно*

might ***approximately 5% possibility***

improbable

(is/are) unlikely (to)

impossible ***never***

I **would tend to agree** with this **to some extent**.

I **would tend to agree, I suppose**.

It **could have been** an accidental discovery.

MORE HEDGED STANCES (OPINIONS, EVALUATIONS, ARGUMENTS)

arguably, *можливо, / мабуть,*

allegedly, *буцімто / ніби /*

supposedly / presumably, *,імовірно, / , ймовірно,*

apparently *вочевидь, / очевидно*

admittedly, *за загальним визнанням*

I/we **surmise** (that) *я/ми припускаю/припускаємо, (що...)*

“Thanks largely to oil and gas (Qatar's natural gas reserves of some 34 trillion cubic metres are the third largest in the world, and it still has 25bn barrels of oil), the tiny Gulf state of 2.2m people has become **arguably** the richest country in the world, topping the world rankings of GDP per capita.” (*The Guardian*)

The company is **reportedly** slashing its marketing and communications staff.

Some banks have faced international criticism for **allegedly** engaging in money laundering.

It is rumored to have cost \$13,000 to print.

He will **presumably be** the next CEO of the company.

Supposedly, or so I have heard, some expect fundamental reforms.

Until now **apparently** not much has happened.

guesstimate ʒəʊəzəʊ



The Language of Headlines

What is a headline? The headline of a news story is the short summary which introduces the story at the beginning of a TV or radio news broadcast, or which appears above articles in a newspaper or on a website.

Headlines often contain

- **Noun phrases with no Verb**

Unexpected Visit

Latest layoffs: firms making cuts

Difficult Times Ahead

Science: Careers for Women

Newly Minted Alumni

The End of Political Centrism (the Atlantic)

Conscious AI Is the Second-Scariest Kind (the Atlantic)

Long Time No See

- **Questions**

What Do Crossword Puzzles Really Test?

What are the Emerging Trends in Software Development?

How do you know you're good enough?

Headlines are not full sentences, but short summaries designed to attract attention. As a result, some words are omitted. The aim of a news headline is to grab your attention. Therefore, any “unnecessary” words are often left out, namely in a wide range of tenses:

- **Present Continuous**

***We're** Already **Living** in the Post-Truth Era (the Atlantic)*

*World **Becoming** Less Democratic, Poll Finds
(is becoming)*

Something Wrong Here

*(something **is wrong** here)*

- **Present Simple**

Workers **Protest** Job Cuts

Why We **Must Resist** AI's Soft Mind Control (the Atlantic)

Political Analysis **Needs** More Witchcraft (the Atlantic)

Safety is top priority, effectiveness is next

Auxiliaries (like the verb to be) **are often omitted:**

Residents **unhappy** about construction site

(Residents **are unhappy** about the construction site)

- **Present Continuous+ Participle I +Gerund**

Trends Influencing Learning And Development: What's Emerging In The Field?

Participle I Gerund

what is emerging: Present Continuous

- **Past Simple**

What Billy Crystal **Knew** About Hosting the Oscars (the Atlantic)

Or a mix of tenses:

Lots of People **Will Vote** This Year. That **Doesn't Mean** Democracy **Will Survive**. (the Atlantic)

Also widely used are:

- **Gerunds**



Why **forgetting** things **is** OK – and shows your brain is working properly
(the Telegraph)

Why **Teaching** is Still a Career Worth **Pursuing**

A Simple Formula for **Making Dreams Come True**

- **Infinitives**

What **to Do** About the Junkification of the Internet (the Atlantic)

Mayor **to Open** Art Gallery

Full version: The mayor **is going to open** a new Art Gallery.

Leaders **to meet** for crucial climate talks. (reference to the future)

Full version: Leaders **are going to/will** meet for crucial climate talks.

Daniel Craig **to visit** the International Spy Museum in Washington DC
(is going to visit)

When the story refers to the future plans of the subject, the headline usually uses a verb in the infinitive form.

- **Present Participles (Participle I)**

The **Disturbing** Sound of a Human Voice (the Atlantic)

- **Present Participles (Participle I) +Gerund**

5 **Emerging** Technology Trends **Influencing Learning** And Development

- **Past participles:**

Online services **restored** following power outage
(~~are~~ restored)

Misinformation: the Unwanted, yet Unmissable Trend
незабутній

Articles are often omitted:

President Declares State of Emergency

Full version: The president **has declared** a state of emergency.

Or the combination of all of the above:

The economics of job cuts; why layoffs continue

<https://www.computerworld.com/article/3713185/the-economics-of-job-cuts-why-layoffs-continue.html>

The Atlantic is a prominent American magazine and multi-platform publisher. Since its 1857 founding in Boston as The Atlantic Monthly, it has tackled important issues. Originally a literary and cultural magazine, it featured leading writers' commentary on education, the abolition of slavery, and other major political debates of the era.

Today, The Atlantic continues to deliver insightful analysis across a wide range of topics, including politics, foreign affairs, business and the economy, culture and the arts, technology, and science. The publication's enduring excellence is evident in its recent accolades, including Pulitzer Prizes awarded to its writers in 2021 and 2022, and the 2022 award for general excellence by the American Society of Magazine Editors.

Read the following article:

<https://www.theatlantic.com/international/archive/2024/01/fluke-brian-klaas-chaos-theory/677111/>

IEEE Spectrum is a publication from the Institute of Electrical and Electronics Engineers (IEEE), the world's largest professional association for advancement of technology. The Institute of Electrical and Electronics Engineers is a global organization focusing on fostering technological innovation and serving the broader engineering community. It boasts millions of members across various engineering disciplines. IEEE Spectrum focuses on disseminating information and knowledge related to electrical engineering, electronics, and potentially related fields like computer science.

<https://spectrum.ieee.org/>



Great
satisfaction
comes from
sharing
with others.

Translation challenge

1. He was **arguably** the most influential writer.
2. **It is rumored** that they are planning some major changes to the company structure.
3. An entrance fee will **presumably** be required.
4. He made **reportedly** the largest ever single political donation.
5. It looked like a mix of east and **supposedly** west.
6. What has **apparently been done is open to profound questions.**
7. They have faced international criticism for **allegedly** engaging in money laundering.
8. That would raise **the possibility of zooming in on** details.
9. No need **to explain**, I understand completely.
10. They are scared of the **upcoming reorganizing.**
11. The world is your oyster: **make the most of** life, **go** anywhere, **do** what you want **to do**, the world is full of opportunities and possibilities **for us to explore** and take advantage of.
12. "What you get **by achieving** your goals is not as important as what you become **by achieving** your goals." (Zig Ziglar)
13. Many of these systems are still **far too** expensive **to** develop.
14. Whether his voice will be heeded **remains to be seen.**
15. These are some **undesirable** and unsafe trends that **need to be curbed** at the outset.
16. Potentially **unwanted** application or applications (PUAs), **classified as** grayware, refer to applications **installed** in a mobile device or a computer that may pose high risk.
17. **Getting rid of** illusions involves critical thinking and **seeking out** reliable and reputable sources of information, and also **being mindful** of cognitive biases.

18. "I **can accept** failure, everyone fails at something. But I **can't accept not trying**."
(Michael Jordan)
19. "There are two motives **for reading** a book; one, that you enjoy it; the other, that you can boast about it." (Bertrand Russell).
20. "The hardest thing **to learn** in life is which bridge **to cross** and which **to burn**."
(Bertrand Russell).
21. Arguably, there **seems to be** a thin line that separates talent and hard work.
22. "**Coming together** is a beginning. **Keeping together** is progress.
Working together is success." (Henry Ford)
23. At work, integrity means **following** the rules and guidelines consistently, even if it's not easy, because it's in the best interest of the company, customers, workers, and safety.
24. I feel that I am **good at multitasking**, and this is because I take the time **to plan ahead** so that my work progresses in manageable chunks of work.
25. The phrases "a **tailored** solution", "a **taylor-made** solution" and "a **bespoke** solution" **seem to be** synonymous.
26. **Emphasized here are** two concepts.
27. **Drawing on** previous research, this study outlined two problems **regarding** the student achievement of certain groups of students.
28. "The beautiful thing **about learning** is that no one **can take it away** from you."
(B.B. King)
29. "If you want **to be** successful, you **must respect** one rule – never lie to yourself."
(Paulo Coelho)
30. "There is no monotony in the book world. Books and their extensions—online versions, graphic versions—generate a web of words and affirm identities in **freely shared** exchanges. This emerging peri-culture broadens and democratizes the educational value of books. Most importantly, **by creating** book communities, readers know they are not alone. Books are part of our landscape, they become our palimpsests as we learn **to recognize** the "hero with a thousand faces" and **to create** resonances between ourselves and the books we read." (Alice-Catherine Carls)
<https://www.worldliteraturetoday.org/2023/may/keepers-books-alice-catherine-carls>
31. I **would like to** go somewhere else. I **would like to** do more.
32. I **would like to** hear your thoughts.
33. I **would like to** respond in more depth to those who are going to change that.
34. I **would tend to agree** with that.
35. I'd **tend to agree**, but in the end **it's** the consumers **who** will decide it.

36. It is **too soon to comment** on the effectiveness of this initiative.
37. It is usually **one of the first sectors to react** to changes.
38. **Given** the circumstances, even a minor growth may be considered a positive result.
39. Some websites **can be difficult to navigate**.
40. **I can't help** smiling when I see them.
41. There's a difference between **lying** and **being polite**.
42. It's **too early to say** definitively **whether the new policy will be effective**.
Let's give it some time to see how it works.
43. Is it a model **for others to** emulate?
44. "On the Heavens" **is** Aristotle's chief cosmological treatise **written** in 350 BC.
45. Data from 27 experimental studies were examined **to determine** societal norms.
46. What few **seem to realize** (*збагнути, усвідомити*) is that this agreement,
if approved as is, could make it virtually impossible **for us to meet all the requirements**.
47. **Presumably**, this is where **the so-called** "friends" failed.
так званий (not suitable/correct OR not yet known by many people)
48. Suboptimal results **are very likely to occur** under such conditions.
49. **Admittedly**, there was **little to choose between** the two ways.
50. You probably don't have four years of college **to devote to studying** physics.
 No worries! This book **has you covered**. You will surely not be a physics newbie **after reading** this.
51. I **surmise** that such changes will facilitate curriculum design.
52. My **guesstimate** is a 50-50 chance **of getting** the correct/right answer.

Elvis Presley "Can't Help Falling in Love"

https://www.youtube.com/watch?v=MqazV4hbu8E&ab_channel=7clouds



Class Takeaway 12

Let's talk it over...

The Biggest Trends in Technology (in My Field, at My University/Institute)
https://www.youtube.com/watch?v=7hyVqOvGbAE&ab_channel=BernardMarr

The 10 Biggest Business Trends We Must Get Ready For Now
https://www.youtube.com/watch?v=v-kIkmofxhQ&ab_channel=BernardMarr

The Most In-Demand Skills
https://www.youtube.com/watch?v=jLbUNFc2jzA&ab_channel=BernardMarr

How to simply create a personal academic website and why you need one
<https://peerrecognized.com/website/>

Passive vs. Active Voice in Modern English: “the Wars of the Roses”?

“Professor Persimmon is considered a leading expert.
People consider professor Persimmon a leading expert. (What people?)”
(J. Casagrande).

Some verbs can be used **only in the active voice**:

*have, exist, happen/occur, rise, arise, fall,
depend (on), consist (of), result (from),
lack, resemble, fit*

Simple Present / Present Indefinite

This report **is written** by a team of experts.

Simple Past / Past Indefinite

This report **was written** by a team of experts.

Present Progressive / Present Continuous

This report **is being written** by a team of experts.

Past Progressive / Past Continuous

This report **was being written** by a team of experts.

Present Perfect

This report **has been written** by a team of experts.

Past Perfect

This report **had been written** by a team of experts.

Simple Future / Future Indefinite

This report **will be written** by a team of experts.

This report **is going to be written** by a team of experts.

This report **must/should be written** by a team of experts.

The passive voice is believed to create the “**objectivity effect**”, to concentrate on the subject itself, especially in the language of science. In such cases, it is put in the very beginning of a sentence:

The models were developed from scratch.

Much has been written about various aspects related to standards and standardization.

This technology is widely used nowadays.

It can/could be concluded that the argument is valid.

Still, there are cases when active and passive voice may be used interchangeably:

One can conclude ...

I/ we conclude ...

You can conclude ...

The conclusion is...

It can/could be concluded that...

Another important point about passive voice preference:
it is widely used when subject

- is either **unimportant** (e.g. *the agenda was changed yesterday*) or
- **undesirable (for some reasons) to mention** (e.g. *authorization is required; the project was rejected; the document isn't filled out correctly*).

Here, passives can be used to “hide” the agent for some reason, say, the agent may be unknown, redundant:

English is spoken worldwide.

Potatoes are grown in almost every country.

or... someone to blame:

The message was misinterpreted.

On the other hand, sometimes the authors specifically emphasize who is NOT to blame, as in the book by Carol Tavris and Elliot Aronson (2008), entitled “Mistakes Were Made (But Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts.” Here, “by” is somewhat hidden in the brackets, which sort of reflects current trend of not using “by” in passive constructions.

The next important thing to consider is word order.

Examples:

How many friends were invited by you?

(Emphasis is on “how many have **you**, personally, invited).

How many friends were you invited by?

(Emphasis is on how many **people** were interested in inviting you).

Let's look at one more case: the phrase *to have/get something done*:

*I **had** my printer **fixed**.* (someone did it for me)

*I **got** my printer **fixed**.* (basically, the same as above, only less formal).

*I **have fixed** my printer* (I did it myself).

In academic writing, the passive voice is still widely used, moreover, passive voice verbs are important for distinguishing academic prose in English.

The debate on active vs. passive voice preference seems to be perennial. First, because the subject matter is so complex. Second, because it is often misinterpreted. Geoffrey Pullum (2014), in his seminal paper “Fear and Loathing of the English Passive” points out that writing advisers have been condemning the English passive since the early 20th century. However, the only problem is actually *what* should be avoided.

Professor Pullum says there are many kinds of passives in English, namely:

- **short** passives (e.g. *the money was spent*)
- **long** passives (the ones with *by*-phrase, e.g. *he was awarded the Nobel Prize for literature by the Nobel Prize Committee*)
- **be**-passives (e.g. *I am exhausted*)
- **get**-passives (e.g. *your invoice got lost in the system*)
- **prepositional** passives (e.g. *the book is aimed at academic community; J.R.R. Tolkien is popularly known as the father of modern fantasy*),
- **bare** passive clauses (e.g. *That said, ...*),
- **embedded** passives (e.g. *manufacturers saw themselves pushed to the brink of going out of business*),
- **adjectival** passives (e.g. *the island was uninhabited by humans*), and
- **concealed** passives (e.g. *the situation needs looking into by experts*).

Still, currently, the overall trend in English is opting for active voice wherever and whenever possible. With the ubiquitous mantra “choose the active voice, do not use passive” it sometimes looks – speaking figuratively and literally – like the war on the passive voice. But are there going to be any winners in, figuratively speaking, “the Wars of the Roses”?

Let's see. On the one hand, writers, such as George Orwell (1946) used to complain about the passive (but used it extensively themselves, nonetheless). On the other hand, some of the greatest literary and science writings do start with the passive voice constructions. Consider the following:

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

(Jane Austen, Pride and Prejudice (1813).

The story of our world is a story that is still very imperfectly known. A couple of hundred years ago men possessed the history of little more than the last three thousand years. What happened before that time was a matter of legend and speculation. Over a large part of the civilized world it was believed and taught that the world had been created suddenly in 4004 B.C., though authorities differed as to whether this had occurred in the spring or autumn of that year. This fantastically precise misconception was based upon a too literal interpretation of the Hebrew Bible, and upon rather arbitrary theological assumptions connected therewith. Such ideas have long since been abandoned by religious teachers, and it is universally recognized that the universe in which we live has to all appearances existed for an enormous period of time and possibly for endless time.

(H. G. Wells. A Short History of the World (1922).

Here is a recent example of a cool beginning utilizing the passive voice:

What if the world we knew was subtly being replaced with a new one?

(O'Keefe, 2016)

The famous, almost 100% passive voice-laden, Intel's Andy Grove quote contains three passives:

"There is always more to be done, more that should be done,
always more than can be done." *(Andy Grove)*

More past and current examples? One of the well-known Ernest Hemingway's books uses semi-passive in its title: "The Moveable Feast" (1964).

In science, we have "Speakable and Unspeakable in Quantum Mechanics" (1988), and even "Quantum [Un]Speakables II" (2017).

Academic English

It is preferable to use modal verbs (specifically, *can, could, may, might*) in passive constructions, especially when writing about hypotheses, results, conclusions, examples.

introductions

It has been shown to be correlated with other variables.

It has been demonstrated to correlate with other properties.

This important aspect **has previously been overlooked**.

to describe purpose/objective

The paper **is aimed at** investigating problems related to narrative turn in the humanities.

in methods section

Respondents **were selected** randomly.

in definitions

The phenomenon is **commonly referred to as** multimodality. зазвичай називають Elderly **are defined as** those aged 65 or beyond.

Professionals educated in this field **are termed** data scientists..

This method **is named/is called** the Feynman technique.

in examples,

A simple *example* **can be used** to illustrate the approach described here

when stating tentative hypotheses

That difference **could have been** due to chance, the researchers said.

It **must have been done** under his immediate influence.

when stating results

The results **were unexpected**.

The findings **were as expected**.

in conclusions

It could be concluded that this is less important.

The matter **may be elucidated** by further analysis.

It is estimated that additional resources will really solve the issue and delivery will happen **as planned**.

to describe characteristics

Perfectionism **is characterized by** having excessively high performance standards.

to describe the composition of something

Like coal, diamonds **are composed of** carbon.

They **were found to be composed** mostly **of** ice crystals.

when the doer of the action is irrelevant or unknown

The document **hasn't been changed** after it **has been signed**.

A number of substantial conclusions **were made** resulting in 27 recommendations.

The questions **were asked** a long time ago.

when stating general truth

Stereotypes **are well-known** to many.

It is widely believed that honesty is the best policy.

to describe location

Another office **is located** in Slovenia.

Implicit semi-passives – mostly adjectival (but there are some nouns, too) are abundant in English, for instance:

the “unsinkable” ship (the Titanic)

(that is/it is) understandable

the foreseeable future осяжне майбутнє

an achievable goal досяжна мета

(that is/it is) irreplaceable

Here are more examples:

once unimaginable

measurable values

observable future

listenable music

a demonstrable product

a knowledgeable person

an implementable idea

a readable book

an unputdownable book

a memorable / unforgettable (evocative)

a forgivable / excusable flaw

a yesable proposal

undaftable

unpredictable fluctuations
 downloadable apps / music
 searchable
 googleable
 ungoogleable
 disputable / debatable
 unstoppable *—(incapable of being stopped)*
 salvageable —
 programmable
 decipherable
 researchable
 internet-capable devices
 rechargeable batteries
 uninhabitable island
 questionable practice(s)
 unreturnable merchandise
 cancelable
 (if) applicable
 It's a doable task.
 a giftable fragrance
 huggable
 kissable
 more easily digestible info/information
 edible
 invincible
 The author's characters are believable.
 pre(-)loved / pre-owned (secondhand)
 We've put together this manageable list of suggestions.
 Modest bragging is a learnable skill.
 How to be instantly likeable / loveable?
 That's easier said than done.
 If you want something done right, do it yourself.
 You are invited...
 *godforsaken place Богом забыте місце
 in the middle of godforsaken nowhere = *in the middle of nowhere =
 у Богом забутому місці
 It is rumored/rumoured подейкуютъ
 I'm done = I'm ready.

Here come several **novel and trendy nouns**:

usability
 writability
 ambient findability (the property of being findable at all times).

And some eternal quotes:

"There is only one thing in life worse than being talked about, and that is not being talked about." (*Oscar Wilde*)

"I am easily satisfied with the very best." (*Winston Churchill*).

Some things in the English language can be expressed only with the help of the passive voice. Simply because there *are* cases when only passive voice will do:

She was born in December / in 1987 / thirty years ago.

They got married last year.

*What is * called in English? (Answer: asterisk)*

a.k.a. - also known as / otherwise known as

yet-to-be-specified (доці) невизначений

the best-known example

a handwritten letter

She is a self-taught decorator.

"Everything which is not forbidden is allowed."

(a constitutional principle of English law).

To say nothing of:

made in...

made from

made with

made by

shipped by

well-known добре відомий, славнозвісний

well-written

well-dressed / well-clad добре одягнений

much spoken about

(X) was first discovered

forbidden / not permitted / access denied

unforeseen problems/challenges

due to unforeseen circumstances, ...

banned from travel невізний

taken-for-granted

tailored to пристосований, адаптований, розроблений (для)

long-lost / forgotten art

a truth universally acknowledged

a lie universally hidden
viewed from a different angle / viewed differently
Let's get started.
It's time to get seen!
Get lost! (Go away!)
Get more done in less time. Just get it done! (Just do it!)
additional care will be needed
Everything must be done with love.
What must be done, must be done.
When all is said and done. (at the end of the day/sooner or later)
What's done cannot be undone.
Great book. Very highly recommended.
He wants his new project to get green-lighted / green lit.
green lit/greenlit project

What needs to be done?
That's unheard of.
They must not be seen.
S/he doesn't need to be told twice.
You will be missed.
I was invited to the conference/party.
This technology is widely used.
It can/could be concluded that... .
The book was printed on acid-free paper.
Never leave a burning candle unattended.
Not much is known about... .
You are all set. (ready, prepared to do something)

It has long been known...
The announcement had long been expected.
Well done!
I'm done. (I'm ready.)
Are you done? (Are you ready?)
Are we understood?
Duly noted.
Much appreciated.
That's understandable.
It seems they can be trained. Who would think?

Twas meant to be. (It was meant to be.)

We are very easily fooled.
We were doomed.

It remains to be seen.

Much remains to be done.

Lessons must be learnt!

The conference was well-attended.

The book is dedicated to...

The paper is organized as follows.

That deal was heavily criticized. (mind the collocation!)

This website is not currently being updated. For current news and latest information please visit the new website that is being developed.

404! This page was not found

The book sells well. (a rare case of implicit passive).

Modern electronics is based on semiconductor transistors.

Vanderbilt is located in the heart of Nashville.

Do as you would be done by. (UK idiom, said to show that you believe in treating others as you would like them to treat you).

Modern **book reviews** abound with emphatic recommendations containing passives, e.g.: “*Could. Not. Put. Down. It must be read!*” or, to convey a similar idea, with semi-passives like “*an unputdownable book*”.

Still, *generally* it is advisable to seek active voice alternative whenever possible, even when it comes to abstracts, traditionally dominated by the passive constructions. Example:

“This latest monograph challenges and disrupts traditional notions of the anthropology of Britain as simply the practice of social anthropology “at home” by illuminating the ways in which this area of inquiry is outward looking in terms of its inter-disciplinary scope, theoretical, philosophical and social policy perspectives.

Crucial to this endeavor is an exploration of the ways the ethnographic study of Britain contributes to issues and concerns that are central to anthropology and more broadly to sociological inquiry. This monograph will not only affect the ways sociologists think about the potential contribution of the anthropology of Britain to their empirical and theoretical concerns, but will also impact upon how anthropology thinks about itself and its relationship to other disciplines.”

(Reconfiguring the Anthropology of Britain, 2017).

When speaking about passive and active voice in a research setting (and elsewhere), we often make choices from the editing perspective.

Below we suggest several **editing** tips, with several before-and-after examples.

This volume, ~~that was~~ edited by two professors, contains twenty-one chapters ~~that are~~ divided into five roughly equal parts.

Keynote speakers ~~who had been~~ invited at these events have often gained nationwide fame.

Your order ~~will be delivered~~ in 3 working days.

~~As can be seen from table 7 ...~~
~~recently done~~ research
~~(it) is analyzed~~ ...

We will deliver your order in 3 working days.

Table 7 shows ...
recent research
we analyze ...

Some authors suggest the notion of “**strategic editing**” when it comes to choosing active vs. passive voice, as in this example of rejection letter:

Although ~~you were not selected for~~ we filled the position for which you applied, ~~the interview committee was impressed with~~ your credentials and experience impressed the committee. We’re offering you the opportunity to interview for a second job opening as a sales representative in our company. (*ProsWrite, 2015*).

More examples: the notion of “container” (Active vs. Passive Voice)

the contents

table of contents

content

components / (structural) elements

to surround

to contain

to house

Active voice

X(s) contain(s)

X(s) house(s)

X includes

X consists **of** *не плутати з:* to consist **in**

there are ...

X occur(s)

range from...to...

the family of networks/fonts

Passive voice

the module **is housed in**

X(s) **is/was/ are/were enclosed in**

X(s) **is/are made up of**

X(s) **is/are formed by**

X(s) **is/are formed around**

These particles **are formed by** heat treatment.

Groups **are formed around** start-up ideas.

That's where the great collections **are being formed** today.

Another important issue is **cohesion** and **information flow**. Kenneth D. Mahrer points out that in modern technical writing, we advise writers to use the direct, active voice and avoid the weak and indirect, passive voice.

He gives the following example: (two sentences are: (1) active and (2) passive):

- (1) Fluid injections in deep wells in which the downhole fluid pressure sufficiently reduces the effective frictional stress across a plane of weakness induce microseismicity.
- (2) Microseismicity is induced by fluid injections in deepwells when the injected fluid pressure sufficiently reduces the effective frictional stress across a plane of weakness.

While some would automatically advise using the active voice in the following case:

Geophysicists are finding some astonishing new results about fracture and joint growth by studying microseismicity.

[insert sentence (1) or (2)]

By reducing the frictional stress below the in situ shear stress, we generate a local slip or dislocation that grows into a microseismic event.

Mahrer suggests that **coherence dictates using (2), NOT (1)** – simply because **in the last part of the first passage *microseismicity* is some new information.**

If we use the active voice sentence, microseismicity is not mentioned until the end of the second sentence. This distance between introducing and discussing microseismicity makes the passage incoherent (Mahrer, 2001).

One more important point is using the passive voice with the word pairs
“**because of**” and “**due to**”.

Though often mistakenly considered otherwise, they are not interchangeable:
“due to” has adjectival nature, and can modify only nouns and pronouns,
while “because of” is an adverb and therefore can modify verbs.

*His reward was **due to** hard work.*

*He was rewarded **because of** hard work.*

One more example:

*Rutherford B. Hayes **was nicknamed** “His Fraudulency” and “Rutherfraud”
~~due to~~ **because of** the highly contested – and some think stolen – presidential
election of 1876.*

It could be concluded that when it comes to passive vs. active voice in English, we should
speak not of “either...or”, but rather, of “both...and” approach. That is, about the interplay
of active and passive voice to add variety and elegance, like in the following example:
If you really want to impress someone, then be impressed by them.

There is no a “one-size-fits-all” formula for properly crafting a perfect sentence,
paragraph, or text, but there are always linguistic devices that help making oral and
written communication more effective. The list is open, and the possibilities are endless.



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<https://proswrite.com/2015/08/13/be-strategic-when-choosing-active-vs-passive-voice/>

Pullum G. (2014). Fear and Loathing of the English Passive. *Language & Communication*, (37), 60-74.

<https://www.engvid.com/improve-your-academic-writing-passive-prepositional-verbs/>

OR:

https://www.youtube.com/watch?v=isOnLdTZ2zc&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses

Translation challenge

1. What makes **handwritten** letters so special?
2. Analytical and critical thinking, creativity, and attention to detail **are highly sought after** skills that are **in great demand** in many fields.
3. Not knowing how to fix everything is totally **understandable** and **forgivable**.
4. What **should be done** eventually, **must be done** immediately." (*Jeremy Foley*)
5. Can we just go ahead and **get this green lit**?
6. It may become **irreplaceable** in the **foreseeable future** / in the near future.
7. This rare collectible item **is highly sought after** by collectors around the world.
8. Recognize your rights and take legal action **if it's applicable in your situation**.
9. **If applicable**, you can mention external factors such as rising cost of living or offers from other companies.
10. On this form, don't forget to note how many times you have traveled outside your country, **if applicable**.
11. Qualitative and, **whenever applicable**, quantitative signal detection will be performed.
12. The report **was submitted** by the **due date** (deadline).
13. The discovery was made **by accident**.
14. **Once the problem is identified, a solution can be found**.
15. It's **being filled** by **people with means**. (rich, affluent people)
16. Uncover **hidden** web site content.
17. Was it **unpredictable**?
18. **Technology-driven** is a term that can describe businesses, mindsets, innovation, or entire economies.
19. Further work on this problem **is**, however, **badly needed**.
20. Interview questions **are** often **predictable**.
21. The term for an **educated guess** in the scientific field is *hypothesis*.
22. And though such methods are **disputable**, few dispute them.
23. **It is questionable** ~~whether or not~~ this terminology is expedient.
24. **It is questionable** ~~whether this is worth such a high price~~.
25. **It is disputable** ~~whether~~ it should be classified as a service.
26. **It is debatable** ~~whether~~ this is possible.
27. In spite of the **challenges faced**, the team persevered.
28. Due to the **unexpected delay**, the meeting **was rescheduled**.
29. The difference between **eatable** and **edible** is that eatable is able to be eaten; while edible is that can be eaten without harm; innocuous to humans; suitable for consumption. <https://wikidiff.com/undefeatable/unbeatable>
30. As *adjectives*, the difference between **unbeatable** and **undefeatable** is that unbeatable is that cannot be beaten, defeated or overcome while undefeatable is not defeatable; impossible to defeat.

As *nouns*, the difference between **unbeatable** and **undefeatable** is that unbeatable is someone or something that can't be beaten while undefeatable is something that has an undefeatable quality. <https://wikidiff.com/undefeatable/unbeatable>

31. We are **undefeatables!**
32. Next of kin is defined as a person's closest living relatives through blood or legal relationships.
33. It was certainly a **memorable** event for me.
34. It was **memorable** because it illustrates how travelling on the cheap can offer you windows into a culture that go beyond the stereotype of what a place **is supposed to be** like.
35. If you **want something done right**, do it yourself.
36. It is **unthinkable** that an agreement won't be found.
37. What is it that makes songs so **listenable** and **re-listenable**?
38. **I am** absolutely **stunned at** the exceptional job you did.
39. Rome **wasn't built** in a day.
40. We desperately hoped that appeal **would be heeded** and **given the appropriate attention**.
41. Each course **is tailored to** specific learning outcomes.
42. **It is rumored/rumoured** that the product launch **is being delayed**.
43. "There is nothing that can't be done. If you can't make something, it's because you haven't tried hard enough." (*Sakichi Toyoda*)
44. Treat others **as you wish to be treated**.
45. Let us veer off the **well-trodden** path.
46. Once **unimaginable**, the moment was now **unmistakable**.



Long Lost and Forgotten is a painting by Art Diamond which was uploaded on June 12th, 2013

<https://pixels.com/featured/long-lost-and-forgotten-art-diamond.html>

Some Noteworthy Neologisms

Крамар Н. Словник англomовних неологізмів ХХІ століття. — К., 2022, ТОВ «НВП «Інтерсервіс»

https://langcenter.kiev.ua/Kramar_dictionary_2022.pdf

foldable smartphone / foldable п. *складаний смартфон* – смартфон з гнучким екраном, який можна скласти навпіл (горизонтально чи вертикально).

e.g. *Given the price, fortunately, foldable phones tend to offer top specs that rival the highest end flagship phones, so you're not just paying for the screen.* (www.techradar.com, 2021)

Вперше вжито 2011 року.

rollable smartphone / rollable п. – смартфон, екран якого можна розгорнути до розміру планшета.

e.g. *If you follow smartphone news, you probably know that **rollable** smartphones are the next big thing, stealing the thunder from **foldable** phones so to speak.* (www.techradar.com, 2021)

Вперше вжито 2021 року.

voice shopping / voice commerce/ voice-enabled shopping п. *голосовий шопінг* – здійснення покупок в інтернеті за допомогою голосових команд.

e.g. ***Voice-based** commerce, or voice shopping, takes convenience to another level by streamlining the whole experience into a dynamic, hands-free interaction.*

(www.smallbusinessbonfire.com, 2020) Вперше вжито 2017 року.

instagrammable / Instagrammable adj. (від Instagram) – той, який вартий публікації в соціальній мережі Instagram.

e.g. *Back in 2017, we launched a campaign for our holiday home insurance client, Schofields Ltd, on how two fifths of millennials choose their holiday destinations based on how **instagrammable** their holiday photos would be.* (www.bronco.co.uk, 2020)

Вперше вжито 2013 року.

chief sustainability officer / Chief Sustainability Officer / CSO п. (за аналогією до chief executive officer – головний виконавчий директор, chief financial officer – фінансовий директор тощо) – у великих корпораціях посада людини, відповідальної за стійкий розвиток компанії і зменшення її негативного впливу на довкілля.

e.g. *Chief sustainability officers help their companies evaluate both their current impact on the environment and determine how to increase their sustainable practices in the future.*

(www.indeed.com, 2021)

Вперше вжито 2004 року.

micro-sustainability n. – стійкий розвиток, зосереджений на маломасштабних заходах збереження довкілля, які з часом дають значний кумулятивний ефект.

e.g. *The everyday choices we make that may seem small but affect the planet in a grandiose way **are defined as** micro-sustainability.* (www.mcgillenergyjournal.com, 2021)

sustainable crypto mining n. / **green crypto mining** / **clean crypto mining** n. *зелений майнінг* – видобуток (майнінг) криптовалют за допомогою енергії з поновлюваних ресурсів, завдяки чому суттєво зменшується їх негативний вплив на довкілля.

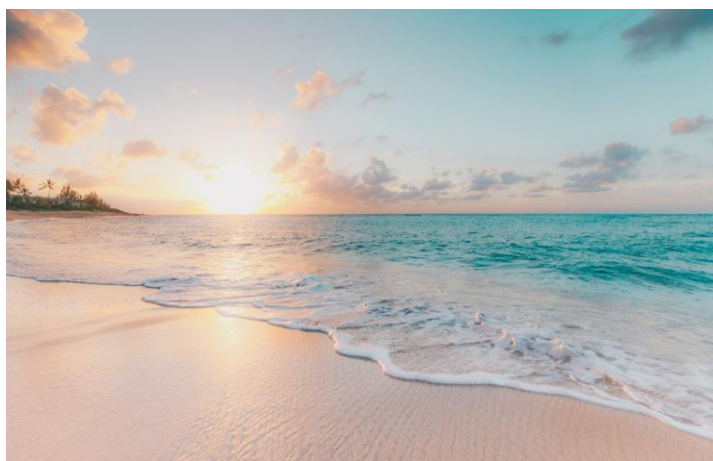
e.g. *In contrast, green crypto mining draws power from renewable energy sources such as solar power, hydroelectric power, and nuclear energy that emit little or no carbon.*

(www.terawulf.com, 2022) Вперше вжито 2021 року.

OLDIES BUT GOLDIES

Yello Drive/Driven

https://www.youtube.com/watch?v=kkZao_83-E&ab_channel=AudioPhil



Class Takeaway 13

Let's talk it over...

Friendship and Networking: Differences And Similarities

Model Answer

Friendship and Networking: Differences and Similarities

Friendship and networking are important for a happy life. Friends help us, as the ancient Roman philosopher Seneca put it, to understand and to be understood. Metaphorically speaking, friendship is a fine art. Friendship is rooted in a deep sense of camaraderie and emotional connection. Networking is about establishing mutually beneficial relationships, in the first place. It is important to embrace the unique strengths of each.

Friendship and networking are about connecting with people. But then again, isn't that what life is about? I was lucky enough to meet many nice people who have opened doors for me and remained in my life. My parents, my teachers, my fellow colleagues, to name a few. A true friend will always help you in times of trouble, he or she will laugh with you, too. Oprah Winfrey, a well-known US media executive, talk show host, and a philanthropist, has captured the essence of friendship in a few apt words: "lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down." There are many examples of true friendship in fiction and in real life. Take Sherlock Holmes and doctor Watson. Or Taras Shevchenko and Ira Aldridge.

There is a difference between friendship and networking, though. Networking seems to be a bit more shallow than friendship, especially in times of the internet. It takes more time to call someone a friend than to click a couple of likes online. But networking is essential to business. Some say that being friendly in business is necessary, but friendships in business aren't. However, although the age-old adages suggest, "don't go into business with friends" and "don't mix business and pleasure", I think differently. Just look at Apple and Google – founded by friends – and now two of the most successful companies in the world. I would like to emphasize one thing here: setting the boundaries in both business and personal relationships. And to never cross them.

It could be concluded that friendship rests on a foundation of shared values, trust, mutual respect, emotional connection, shared experiences, and unconditional support. Networking, **on the other hand**, is driven by strategic relationship building with an eye towards professional or personal advancement. **However**, the lines between friendship and networking can blur, as both can contribute to personal and professional growth, providing support and valuable insights. **Often**, long-term networking relationships can develop into genuine friendships. **I think that** in the intricate web of human relationships, be it friendship or networking, it is worth treating *most* people around you as potential friends, rather than foes and enemies. Because the famous Irish poet William Yeats was **probably** right: there are no strangers here; only friends you haven't yet met.

More on Taras Shevchenko and Ira Aldridge:

<https://medium.com/u-s-embassy-kyiv/honoring-shevchenko-and-aldridge-a-friendship-bonded-in-defense-of-human-rights-72374a38f9e>



James Hayton, PhD. Networking tips for PhD students

https://www.youtube.com/watch?v=kwwpEkwOzlo&ab_channel=JamesHaytonPhD

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>

AI Tools For Summarizing

<https://www.techlearning.com/news/using-ai-tools-for-summarizing-and-reviewing>

<https://www.elegantthemes.com/blog/business/best-ai-summarization-tools>

Employing Storytelling Techniques

James Hayton PhD

The best PhD literature review the world has ever seen

https://www.youtube.com/watch?v=ix0_OovjBys&ab_channel=JamesHaytonPhD

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

https://www.youtube.com/watch?v=p7eeHSymGt8&ab_channel=AcademicEnglishNow

Write The Literature Review: 4 EASY Steps (Implement TODAY)

https://www.youtube.com/watch?v=FwjgHgkZyN8&ab_channel=AcademicEnglishNow

The fastest way to do your literature review [Do it in SECONDS]

https://www.youtube.com/watch?v=8oEOa9wStjk&ab_channel=AndyStapleton

Reference Managers

- Mendeley: Free and popular, with cloud storage and collaborative features.
- EndNote: Powerful and comprehensive, favored by professionals for its advanced features.
- Zotero: Versatile open-source, offers browser integration and a strong community.

Mendeley is a software program that helps people manage and share research papers. It was founded in 2007 by a group of PhD students and was acquired by the academic publishing company Elsevier in 2013. Mendeley can be used to generate bibliographies for scholarly articles, as well as to organize and store research papers. It is a popular tool among academics and students alike.

How To Use Mendeley 2024 (Including Web Importer & Cite) – Full Tutorial With Examples

https://www.youtube.com/watch?v=PjXnfBSq4Lg&ab_channel=GradCoach

How to select the literature you review?

You cannot read everything that you identified in your searches.

So use the following approaches to select which sources to look at and which to skip:

- Start with the most recent sources.
- Look for well-known authors.
- Look for well-cited sources (see Google Scholar, Scopus or Web of Science for numbers).
- Look for key words!
- Start with papers from international peer-reviewed journals (as journals prefer them as sources rather than books, book chapters, reports or conference proceedings).

“The classical, non-database driven search approach is the snowball system.

- ✓ *You start with the 2-3 key papers that you already have on your topic.*
- ✓ *Check their lists of references, as there might be very valuable papers cited here.*
- ✓ *Try to get a hold of these and browse their lists of references.*
- ✓ *This way you will start with relevant papers and move to other relevant papers.”*

<https://tressacademic.com/literature-review/>

DATABASE SEARCH: Authoritative Research Databases

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

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

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

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

Sample Abstract

<https://www.sciencedirect.com/science/article/pii/S1878535217300990>

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

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

EBSCO <https://www.ebsco.com/products/research-databases>

ProQuest <https://about.proquest.com/libraries/academic/databases/>

Semantic Scholar <https://www.semanticscholar.org/>

WorldWideScience <https://worldwidescience.org/>

Journal Seek Net <http://journalseek.net/>

CORE <https://core.ac.uk/>

DOAJ <https://doaj.org/>

BASE <https://www.base-search.net/>

JSTOR <https://www.jstor.org/>

ERIC <https://eric.ed.gov/>

SSRN <https://www.ssrn.com/index.cfm/en/>

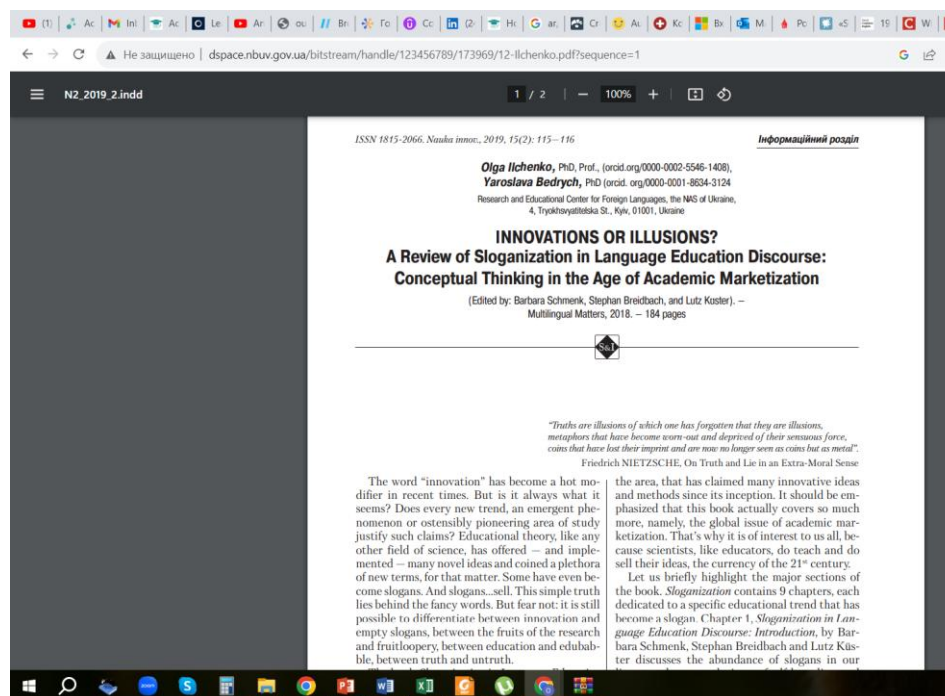
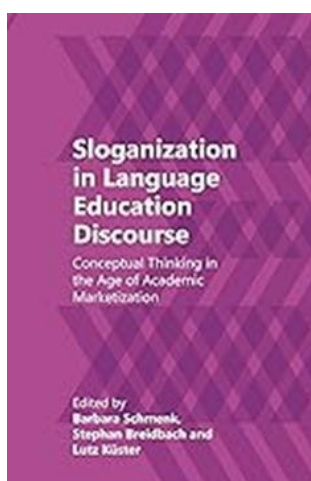
WorldCat <https://www.worldcat.org/>

The Library of Congress (USA) <https://catalog.loc.gov/vwebv/searchBrowse>

See also: SciSpace <https://youtu.be/-pnbXQufCro>

<https://elicit.com/>

More on Reviews & Reviewing



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*ІННОВАЦІЇ ЧИ ІЛЮЗІЇ? Рецензія на книгу "Слоганізація дискурсу мовної освіти:
концептуальне мислення в епоху академічної маркетингації" (за ред. Б. Шменк, С.
Брідбаха, Л. Кюстера). — Multilingual Matters, 2018. — 184 с*

epigraph:

"Truths are illusions of which one has forgotten that they are illusions, metaphors that have become worn-out and deprived of their sensuous force, coins that have lost their imprint and are now no longer seen as coins but as metal".

Friedrich NIETZSCHE, On Truth and Lie in an Extra-Moral Sense

lede/hook:

The word "innovation" has become a hot modifier in recent times. But is it always what it seems? Does every new trend, an emergent phenomenon or ostensibly pioneering area of study justify such claims? Educational theory, like any other field of science, has offered – and implemented – many novel ideas and coined a plethora of new terms, for that matter. Some have even become slogans. And slogans...sell. This simple truth lies behind the fancy words. But fear not: it is still possible to differentiate between innovation and empty slogans, between the fruits of the research and fruitlooper, between education and edubabble, between truth and untruth.

the body

The book "Sloganization in Language Education Discourse: Conceptual Thinking in the Age of Academic Marketization" does just this. It addresses sloganization as an avalanche of newly coined terms to cover a number of widely used concepts, specifically, in the realm of language education. Several renowned scholars have compiled this volume to show the essence of sloganization process and its results in the field of language education: the area, that has claimed many innovative ideas and methods since its inception. It should be emphasized that this book actually covers so much more, namely, the global issue of academic marketization. That's why it is of interest to us all, because scientists, like educators, do teach and do sell their ideas, the currency of the 21st century.

Let us briefly highlight the major sections of the book. "Sloganization" contains 9 parts, each dedicated to a specific educational trend that has become a slogan. Chapter 1, "Sloganization in Language Education Discourse: Introduction", by Barbara Schmenk, Stephan Breidbach and Lutz Küster discusses the abundance of slogans in our lives, touches upon the issue of self-branding, and the development of language education discourse in general. The authors note the ubiquity of the terms and buzzwords like "turn" and "learner autonomy". Several important traits of a slogan are singled out: its idealization, its frequency of use, its common-sense appeal, its decontextualization and popularity in other educational, scholarly, political discourses and in other disciplines. Later in the volume, David Block and Aneta Pavlenko add such slogans' features as simplicity, memorability, emotionality, instutialization, adoption of the slogan promoting the brand, its "endless recycling" in publications and at conferences, intentionally vague and affective rhetoric.

Chapter 2, “We Innovators”, by David Gramling, addresses the sloganization of the term “innovation”. Part 3, “The Only Turn Worth Watching in the 20th Century is Tina Turner’s: How the Sloganization of Foreign Language Research Can Impede the Furthering of Knowledge and Make Life Difficult for Practitioners”, by Dietmar Rösler, critically analyzes such terms-slogans as “paradigm shift” and “turn”. We couldn’t agree with him more on the necessity of reviving the original meaning of “paradigm shift” as suggested by Thomas Kuhn (viewed in light of his scientific revolutions theory). Chapter 4, “Slo(w)ganization. Against the Constant Need for Re-inventing the Discourse on Language Education: The Case of ‘Multiple Intelligences’”, by Gerhard Bach studies Gardner’s “multiple intelligences” (once “innovative”) slogan to conclude that it was a merely new label for the already existing things. Here, we would tend to agree, too. Part 5, “Just Another Prefix? From Inter- to Transcultural Foreign Language Learning and Beyond” by Britta Viebrock, studies the “intercultural and transcultural learning” notions. In Chapter 6, “On Common ‘Exposure’ and Expert ‘Input’ in Second Language Education and Study Abroad”, John L. Plews notes the polysemy of the notion-slogan “exposure” as related to Krashenian, more scientific term “input”. Part 7, “What on Earth is “Language Commodification?”” by David Block, addresses language commodification (yes, in economic and, specifically, marketing sense of the word). Chapter 8, “Superdiversity and Why It Isn’t: Reflections on Terminological Innovation and Academic Branding”, by Aneta Pavlenko, deals with the term-slogan “superdiversity”, touches upon “linguistic landscapes”, proprietary branding (“Universal Grammar”, “bilingual advantage”, “positive psychology) and related issues. Part 9, “Sloganization: Yet Another Slogan?” by Barbara Schmenk, Stephan Breidbach and Lutz Küster, claims “sloganization” as the novel term (and we would like to add, it could be called a new turn) in educational research: “sloganization rests on the assumption that there are a number of terms in language education discourse that appear undertheorized, fuzzy, often trivialized and simplified, yet also appealing and catchy”. Hence the need to analyze the phenomenon critically. The volume is based on rigorous research, thorough analysis, and meticulous literature reviews. We were immensely pleased to find references to the seminal papers of B. Kumaravadivelu, whose works have withstood the test of time. His articles and books on post-method education in post-modern world resonate with us as language teachers.

final lines:

What we need today, is critical approach to science’s fads and fashions, and not falling for illusions. That’s why “Sloganization” can become a true eye-opener for many scholars. This book is a well-written, engaging narrative, with lots of useful and thought-provoking material. The authors generously share their ideas, and make their readers think.

MIND:

- ✓ **start strong, finish strong**
- ✓ persuasion formula «**we need to know more about...because...**»
- ✓ patterns like «**yes, ... but...**», «**yes, ... and....**»
- ✓ for making the central claim (the «heart» of the argument) you may use Theodosius Dobrzahnsky’s formula:
“Nothing in biology makes sense except in the light of evolution”
“**Nothing in field of science makes sense except in the light of theory/phenomenon”**
- ✓ and Randy Olson’s **ABT** formula: **And...But...Therefore.(ABT)** <http://abtframework.com/>



Source of illustration: <https://www.quora.com/Whats-a-good-symbol-to-represent-knowledge>

See also:

https://web.archive.org/web/20071202033948/http://ioc.unesco.org/Oceanteacher/OceanTeacher2/02_InfTchSciCmm/DIKWchain.pdf

THE ANATOMY OF RESEARCH

- ✓ NO plagiarism!
- ✓ choose a do-able and worthwhile topic
- ✓ relevant, preferably novel methodology, though time-tested approaches are fine, too
- ✓ approximately 30 percent of your literature should involve recent resources
- ✓ always start with big names in your field: look for well-known authors and well-cited sources (see Google Scholar, Scopus or Web of Science for numbers)
- ✓ start with papers from international peer-reviewed journals
- ✓ include only reliable Internet resources (NO Wikipedia in serious research!)
- ✓ use <https://www.connectedpapers.com/>

See also:

SciSpace <https://youtu.be/-pnbXQufCro>

SciSpace Copilot

How to Do Great Research

<https://greatresearch.org/2013/09/20/research-patterns/>

On Research Objectives

<https://researcher.life/blog/article/what-are-research-objectives-how-to-write-them-with-examples/>

<https://ideascale.com/blog/what-is-research-objective/>

Structuring Your Research

The PhD Proofreaders (free materials)

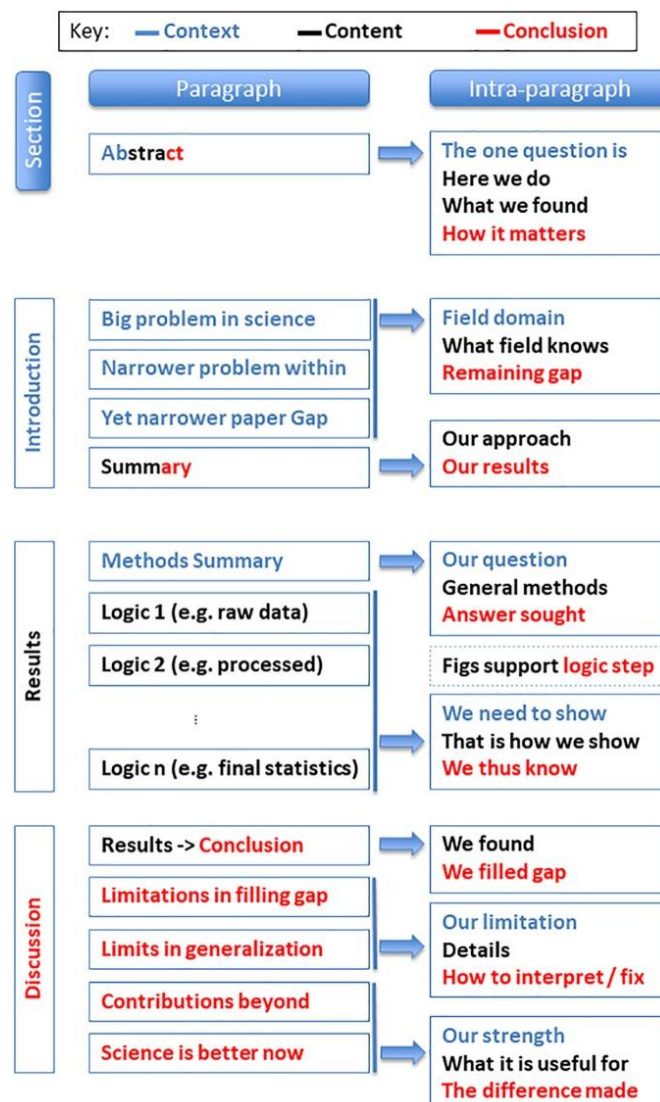
- <https://www.thephdproofreaders.com/the-knowledge-base/how-to-structure-a-phd-thesis/>
- <https://www.thephdproofreaders.com/the-knowledge-base/techniques-to-improve-your-phd-writing-and-fluency/>
- <https://www.thephdproofreaders.com/the-knowledge-base/how-to-plan-structure-and-write-every-chapter-of-your-phd/>

Templates:

- <https://www.thephdproofreaders.com/download-your-phd-writing-template/>
- <https://www.thephdproofreaders.com/lit-review-theory-survival-pack/>
- <https://www.thephdproofreaders.com/phd-introduction-template/>

Ten simple rules for structuring papers

Mensh B, Kording K (2017) Ten simple rules for structuring papers. *PLoS Comput Biol* 13(9): e1005619 <https://doi.org/10.1371/journal.pcbi.1005619>
Published online 2017 Sep 28. doi: 10.1371/journal.pcbi.1005619
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5619685/>
correction: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5679512/>



Test 5

I. Read the text and answer the questions that follow.

Scopus and the Web of Science's Social Sciences Citation Index (SSCI) are the two main indexes of prestige within academia. Informal communication with academics from various Asian countries, such as Korea, China, and Saudi Arabia, shows that faculty members can be rewarded around three times more for publishing in a Scopus-indexed journal than in a locally indexed journal (e.g., the Korean Citation Index), and around seven times more for publishing in an SSCI-indexed one.

Both Scopus and the SSCI provide quantitative metrics that represent the extent to which a journal's publications are cited within the index:

- SJR: A metric maintained by Scopus. It refers to the number of times the journal was cited in the previous three years in papers published within the Scopus index. Citations are additionally weighted, depending on the rank of the citing journal, while excluding self-citations.

- JCR: A metric maintained by the Web of Science. It refers to the number of citations of a journal's published papers in a given year within the Web of Science divided by the journals' total number of published papers during the previous two years.

These citation metrics are usually used as an indication of the journal's quality, though the reader should be aware that the use of these metrics to evaluate journals is controversial.

After: Joe Vitta, Ali H Al-Hoorie
https://www.academia.edu/35683258/Scopus-and_SSCI-indexed_L2_Journals_A_List_for_the_Asia_TEFL_Community

1. A metric maintained by the Web of Science is
 - a. SJR
 - b. Arabic Citation Index
 - c. JCR
 - d. the Korean Citation Index

2. *The indicator of highest academic prestige is possibly publishing in*
- Scopus-indexed journal
 - locally indexed journal
 - Asian citation index
 - SSCI-indexed journal
3. *Both Scopus and the SSCI quantitative metrics*
- involve self-citations
 - are not citation-based
 - are rarely used as an indication of the journal's quality
 - are citation-based
4. *The underlined word "It" refers to*
- a metric maintained by the Web of Science
 - the number of citations
 - a journal's published papers
 - a metric maintained by Scopus
5. *It could be inferred from the passage that*
- only Scopus provides quantitative metrics that can be useful indicators for researchers in the field
 - only the SSCI provides quantitative metrics to facilitate an efficient assessment of research journals
 - these metrics do not facilitate an efficient assessment of the numerous and diverse journals
 - despite the limitations and valid concerns about an overreliance on such metrics for judging a journal, these metrics can be useful indicators for researchers
6. The underlined word main could best be replaced by which of the following:
- majority
 - mayor
 - minor
 - major
7. The underlined word academia could best be replaced by which of the following:
- community college
 - community of interests
 - community policy
 - academic community
8. The underlined word academics could best be replaced by which of the following:
- scholars
 - teachers
 - instructors
 - lecturers
9. The underlined phrase such as could best be replaced by which of the following:
- e.g.
 - cf.
 - i.e.
 - ibid.

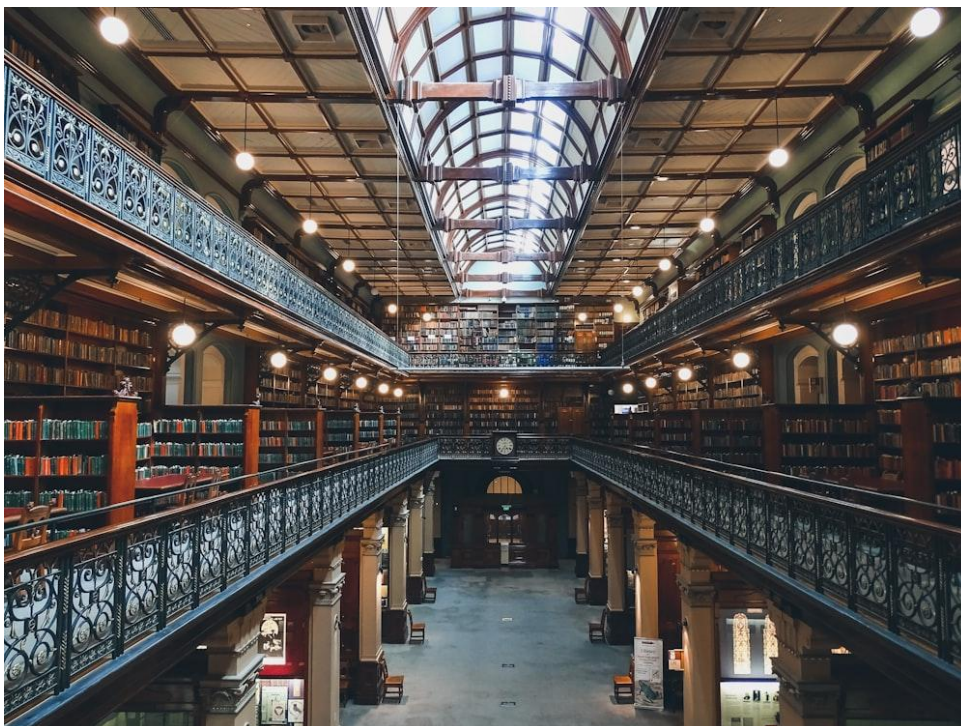
10. The underlined word shows could best be replaced by which of the following:
a. demonstrates b. discusses c. does away with d. develops
11. The underlined word rewarded could best be replaced by which of the following:
a. reiterated b. remunerated c. awarded d. thought of
12. The underlined word around could best be replaced by which of the following:
a. near b. nearby c. in close proximity d. approximately
13. The underlined word indication could best be replaced by which of the following:
a. sign b. necessity c. measurement d. percentage
14. The underlined word though could best be replaced by which of the following:
a. also b. due to c. although d. apart
15. The underlined word controversial could best be replaced by which of the following:
a. clear-cut b. disputed c. noticeable d. trendy

Exercise 11

Do you agree or disagree?

Tennant JP. (2020). Web of Science and Scopus are not global databases of knowledge. European Science Editing; 46. DOI: 10.3897/ese.2020.e51987

Summarize: <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/>



Class Takeaway 14

Let's talk it over...

AI: an Inflection Point/Moment

<https://www.speakconfidentenglish.com/vocabulary-for-english-conversation-on-artificial-intelligence/>

Using AI Ethically

As a PhD student, navigating the ethical implications of AI can be quite complex.

Here are key aspects to consider.

Transparency and Explainability

Understand how the AI works: as researchers, you should strive to understand the algorithms and data behind the AI tools you use. This helps identify potential biases or limitations that might impact your research findings.

Communicate AI's role clearly: when publishing or presenting your research, be transparent about how you used AI and what limitations it might have. This helps build trust and avoids misconceptions.

Data and Privacy: use data responsibly: ensure the data you use for AI training is collected ethically and complies with relevant regulations. Be mindful of privacy concerns and obtain informed consent whenever necessary.

Consider potential biases: examine the data for potential biases that might be amplified by the AI. Take steps to mitigate these biases to ensure your research is fair and representative.

Fairness and Accountability

Identify and address biases: proactively address any biases during model development and implementation.

Hold humans accountable: remember that AI systems are created and used by humans. Ensure accountability for the decisions made using AI, especially when they impact individuals or groups.

Social Impact and Sustainability: consider the wider implications. Use AI for positive societal goals, contributing to sustainable development and addressing global challenges responsibly.

Additional Tips for PhD Students

Collaborate with experts: partner with colleagues who specialize in AI ethics, social sciences, and law to gain diverse perspectives and ensure ethical considerations are thoroughly addressed.

Stay informed: keep yourself updated on the latest developments in AI ethics and responsible AI practices through conferences, workshops, and publications.

Advocate for ethical AI: use your voice to advocate for ethical development and deployment of AI within your field and beyond.

Remember, using AI ethically is not a one-time task but an ongoing process that requires continuous learning, reflection, and responsible action. By incorporating these considerations into your research, you can contribute to shaping a future where AI benefits everyone responsibly.

Doing Science: Facts VS. Factoids

In science, distinguishing between facts and factoids is crucial for conducting rigorous research and communicating findings accurately. While both words seem similar, they carry distinct meanings with significant implications for scientific understanding.

Facts are

- based on evidence: established through rigorous scientific methods like experimentation, observation, and data analysis
- universally accepted: supported by multiple lines of evidence and acknowledged by the scientific community
- reproducible: repeatably/repeatedly observed and verified by independent researchers

Factoids are

- misleading statements: often presented as facts but lack strong evidence or scientific backing
- may contain partial truths: often misinterpret results to fit a specific narrative
- not universally accepted: can be disputed or debunked/busted by scientific scrutiny
- not necessarily reproducible

In his 1973 biography of Marilyn Monroe, Norman Mailer coined the term “factoid”, to mean something that resembled truth, and was taken for a fact, but was not, in fact, a fact and had no basis in reality.

“A true factoid should sound credible, and be assumed to be true by a significant number of people.

The Washington Times defined a factoid as "something that looks like a fact, could be a fact, but in fact is not a fact". An example is the belief that the Great Wall of China is visible from the moon, which according to Wikipedia would be possible only if your eyesight were 17,000 times better than 20/20.

Urban legends are also related to factoids in that many people believe them to be true, although in this case they have been told something by other people rather than read it in the newspaper.

Oxford Dictionaries Online suggests that the more recent use of factoid to mean "a brief or trivial item of news or information" originated in North America. The US writer William Safire felt a new word was needed to differentiate between the two meanings, proposing "factlet" to mean small fact or "little bit of arcana". A Guardian colleague has put forward "fictoid" or "fictlet". But it is probably too late.”

<https://www.theguardian.com/media/mind-your-language/2014/jan/17/mind-your-language-factoids>

Remember: scientists have a responsibility to uphold the highest standards of research integrity and communication. By consciously differentiating between facts and factoids, PhD students can contribute to robust scientific progress and promote better understanding for everyone.



The Many Faces Of “in fact,”.

in fact,

- 1) “фактично,”; “власне кажучи,” (“actually,”)

In fact, we won.

- 2) “крім цього,”; “на додачу” (“in addition”/“in addition to”)

In fact, / In addition, we believe that training of trainers (TOT) is of vital importance.

- 3) “насправді” (маркує наступне заперечення)

Well, ***in fact, / actually,*** that’s not quite true.

- 4) “а саме”; “тобто”; “себто” (“namely”)

In fact, as C.E.O.

In fact it's everything.

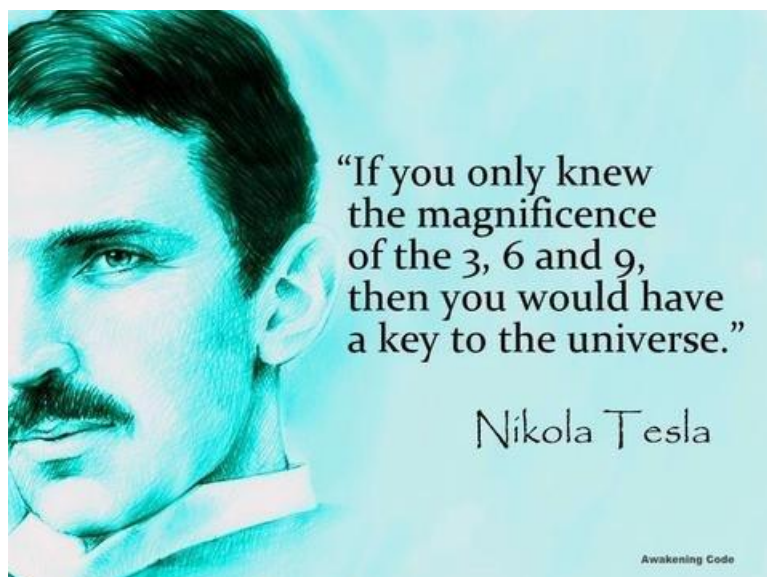
- 5) “підсумовуючи(,)”; “у (кінцевому) підсумку” (“in conclusion(,)”)

In fact, / In conclusion, we reconfirm our ideas.

Paradoxes

are situations or statements that seem to defy common sense or logic because they contain contradictory elements: “There's no such thing as an actual paradox, only lack of understanding and limited imagination.” (*Phoenix Quill*).

Paradoxes challenge our understanding of reality. Human nature contains contradictions: we are drawn to people like us, but we are also drawn to people different from us.



“It is paradoxical, yet true, to say, that the more we know, the more ignorant we become in the absolute sense, for it is only through enlightenment that we become conscious of our limitations. Precisely one of the most gratifying results of intellectual evolution is the continuous opening up of new and greater prospects.” *(Nikola Tesla)*

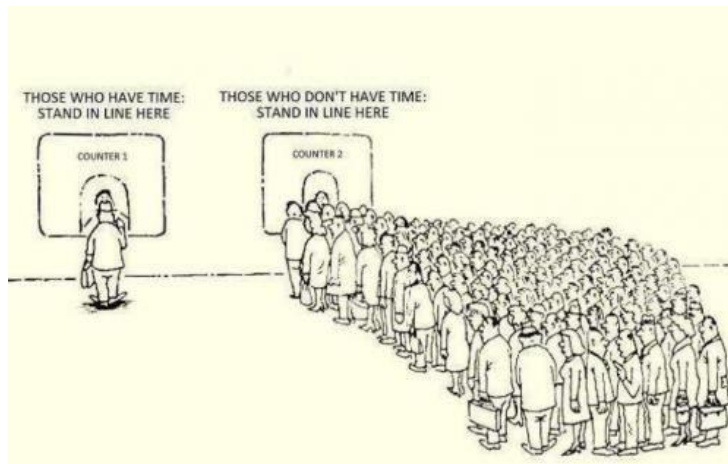
https://www.youtube.com/watch?v=If1-b5FUFkg&ab_channel=BlackfyreBloke

The NOTA paradox

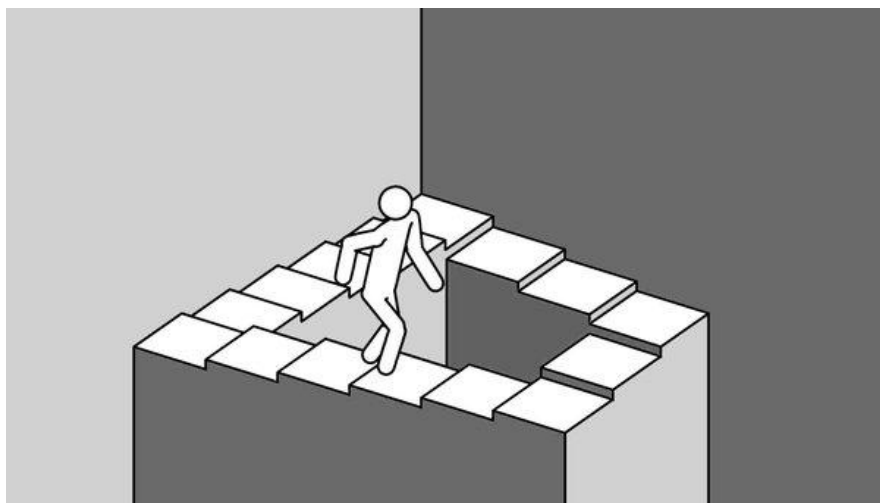
Which of the following statement is false?

- a. There are 26 letters in the English alphabet.
- b. There are 7 days a week.
- c. There are 60 minutes in an hour.
- d. None Of The Above (**NOTA**)

The obvious answer is option D



<https://ar.pinterest.com/pin/>



The Penrose Staircase

Individual sovereignty requires collective security.

Your mission is not to accept the mission. Do you accept?

"Pay attention to what they tell you to forget." (*Muriel Rukeyser*)

"Architecture is frozen music." (*Johann Wolfgang von Goethe*).

"Art teaches nothing except the significance of life." (*Henry Miller*)

"I must be cruel only to be kind." (*William Shakespeare, Hamlet*)

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair."

(*Charles Dickens, A Tale of Two Cities*)

"His only fault is that he has no faults." (*Pliny the Younger, Letters*)

"The only certainty is that nothing is certain." (*Pliny the Younger, Letters*)

"I can give you a definite perhaps." (*Samuel Goldwyn*)

"There are only two tragedies in life: one is not getting what one wants, and the other is getting it." (*Oscar Wilde*)

"You are only free when you realize (*збазнѹму, усвѣдомѹму*) you belong no place - you belong every place - no place at all. The price is high. The reward is great." (*Maya Angelou*)

"The only thing worse than being talked about is not being talked about." (*Oscar Wilde*)

"He was a politician of monumental littleness."

(*Theodore Roosevelt of the tenth US president, John Tyler*)

"Even his ignorance is encyclopedic." (*Stanisław Jerzy Lec*)

"I am deeply superficial." (*Ava Gardner*)

"The Texan turned out to be good-natured, generous and likable. In three days no one could stand him." (*Joseph Heller, Catch-22*)

"There was only one catch and that was Catch-22, which specified that a concern for one's safety in the face of dangers that were real and immediate was the process of a rational mind. Orr was crazy and could be grounded. All he had to do was ask; and as soon as he did, he would no longer be crazy and would have to fly more missions. Orr would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to; but if he didn't want to he was sane and had to."

(*Joseph Heller, Catch-22*)

"Crazy people don't know they're crazy. I know I'm crazy, therefore I'm not crazy, isn't that crazy?" (*The Pirates of the Caribbean*)

A mentor once told me, "Be direct, but be direct with class. Only experience will teach you when it's best to be vague and/or indirect."

See also: Gödel's incompleteness theorem

<https://www.theguardian.com/science/2022/jan/10/can-you-solve-it-godels-incompleteness-theorem>

An **oxymoron** *BrE*/ˌɒk.sɪˈmɔːr.ɒn/ *AmE*/ˌɑːk.sɪˈmɔːr.ɑːn/

is a figure of speech in which contradictory terms are combined to create a paradoxical effect.

Examples:

- less is more
- open secret
- clean coal
- small crowd
- only choice
- exact estimate
- a permanent fad
- sincere insincerity
- intentionally blank page:

many documents contain pages on which the text

"This page is intentionally left blank" is printed, thereby making the page not blank.

A similar case: "Please ignore this notice."

The statement below is false.

The statement above is true.

The more cheese, the more holes

The more holes, the less cheese

Therefore the more cheese, the less cheese!

The job is not worth the pay,

And the pay is not worth the job.

Let's agree to disagree.

Nifty, isn't it?

What do you think?

John P. A. Ioannidis "Why Most Published Research Findings Are False"

<https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0020124>

John P. A. Ioannidis. **Correction:** Why Most Published Research Findings Are False
Published: August 25, 2022

<https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1004085>

Translation Challenge.

Try to identify old-time phrases that are still popular today.

1. Picture the architecture of photographic works.
2. The British expression "your betters" denotes people with more experience, expertise, and high social standing. This phrase implies superiority and emphasizes respect.
3. Never look a gift horse in the mouth.
4. They have no solution. We have got a solution!
5. You may use the word "to imply" when referring to something a person has suggested or implied without explicitly saying it.
6. He implied that he could solve it.
7. The word "to infer" is typically used to indicate that the speaker came to a conclusion or made an interpretation based on evidence or reasoning.
8. I inferred that the conversations must have gone off in opposite directions.
9. She is the bee's knees.
10. He feels bad.
11. She explained it badly.
12. "Once upon a time" means "a long time ago" and is used to begin stories, such as a fairy tales. It has been used in some form in storytelling in English since at least 1380, according to the Oxford English Dictionary.
13. When has it not been so?
14. The years were not kind to her.
15. You're pulling my leg! That didn't really happen!
16. That's not my cup of tea!
17. Under normal conditions, will it work?
18. Will it operate under such conditions?
19. "Baker's Dozen" refers to the number 13: it is widely believed that this phrase originated from the practice of medieval English bakers giving an extra loaf when selling a dozen to avoid being penalized, according to "The Phrase Finder."
20. One of Albert Einstein's most famous statements is "God does not play dice with the universe". The common interpretation of this statement actually contains two myths. First, Einstein was an atheist, thus his use of the word God is to be interpreted as the existence of natural laws of great mathematical beauty, whatever form they might take. Second relates to Einstein's reaction to Nature described by Quantum Mechanics. He felt that natural laws could not be like the throw of dice, with inherent randomness or probability. But this is exactly what Quantum Mechanics tells us – that at the fundamental level Nature is inherently random, codified in Heisenberg's famous Uncertainty Principle.

Class Takeaway 15

Let's talk it over...

How to start a speech

https://www.youtube.com/watch?v=w82a1FT5o88&ab_channel=ConorNeill

Types of conference presentations

<https://www.enago.com/academy/academy-types-of-conference-presentations/>

Writing letters: long-lost art or bare necessity?

My experience with writing letters (e.g. as a researcher).

On Writing Letters

As a PhD student, navigating the academic world often involves writing formal letters and emails to professors, collaborators, funding agencies, and more. Whether you're requesting a meeting, submitting a progress report, or expressing your research interests, clear and concise communication is key. Here's a short guide to help you master the art of writing effective letters and emails:

Before you write.

Define your purpose: clearly identify what you aim to achieve with your message.

Know your audience: the recipient's title, affiliation, any relevant cultural norms etc.

Organize your thoughts: create an outline to structure your message logically.



Crafting Your Message

Subject line: keep it concise and informative, summarizing the purpose of your email.

Greeting: use a professional salutation like

“Dear Dr. [*Last name*]” or “Dear Professor [*Last name*]”.

Introduction: briefly introduce yourself and state your purpose within the first few sentences.

Body:

- clearly articulate your message in a professional and respectful tone.
- Use concise paragraphs and avoid excessive jargon.
- Proofread carefully for any grammatical errors or typos.

Closing: thank the recipient for their time and consideration, and include your contact information.

Use a closing like “Best regards,” or “Respectfully”,

NOT *Sincerely* (there is nothing sincere about “Yours sincerely” 😊)

Additional tips.

Professionalism: maintain a formal tone throughout your communication.

Clarity: explain your message clearly and avoid ambiguity.

Conciseness: be direct and avoid unnecessary details.

Proofreading: review your writing for grammar, spelling, and formatting errors.

Respect: be polite and respectful to your recipient, even if you disagree with them.

Several different scenarios:

Requesting a meeting: highlight your qualifications and briefly explain why you want to meet.

Submitting a progress report: summarize your achievements, challenges, and future plans.

Expressing research interest: briefly describe your research area and how it aligns with the recipient's work.

Remember, effective communication is a valuable skill that will serve you well throughout your academic career and beyond. Practice writing and refine your approach to become a confident and professional communicator.

See also: O. Ilchenko, *The Language of Science*, pp. 278-279, 303-306

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Some Helpful Extras

we've borrowed an email text requesting deadline extension written by

nonnative speakers (NNS) ті, для кого англійська мова нерідна vs. **native speakers (NS) носії англійської мови** for our analysis from the appendix to the course paper by Shawn Ford "A Cross-sectional Study of Pragmatic Usage in making Academic E-mail Requests." We've chosen texts typical of NNS and NS, and singled out the following features:

| | |
|----------------------------------|--|
| apt word choice | вдалий вибір слів |
| <u>politeness devices</u> | засоби ввічливості (зверніть на них особливу увагу!) |
| inappropriate word choice | невдалий вибір слів |
| <u>stylistic errors</u> | стилістичні помилки |
| <u>grammar mistake(s)</u> | граматичні помилки |

NNS mail request
(із розбором помилок: граматичних, стилістичних тощо)

NS mail request
взірець
(написане носієм англійської мови)

| | |
|---|--|
| <p>Dear Dr. Peterson</p> <p>I am (Subject's Name), <u>one of your student</u> in History 200. <u>I sent you an email because I have a problem doing it. You know I am an immigrant student who came here two years ago and I have a little difficulty in understanding the book.</u> I already <u>finish</u> reading the book and starting to do the book report, <u>which is due next week.</u> However, I am still on the introduction and I am struggling to continue it. I don't think that I can finish it and turn it in by the due date. I need more time to do the book report.</p> <p><u>So if you could please</u> give me an extension to finish my book report.</p> <p><u>I hope you understand.</u></p> <p>Thank <u>You</u> for your kind consideration.</p> <p><u>Sincerely,</u> (Subject's Name)</p> | <p>Dr. Peterson</p> <p>My name is (Subject's Name) and I'm in your HIS 614 class. Although I know the article critique is due next week, <i><u>I'm wondering if I could</u></i> have <i>a few extra</i> days to finish the paper. <i>I've become extremely interested in the topic</i> and have been doing <i>additional research to better understand</i> the writer's position. While it's been <i>rewarding</i>, I've found it consumed more time than I anticipated. <i>Please let me know if</i> an extension is <i>possible</i>.</p> <p><u>Thank you.</u> (Subject's Name)</p> |
|---|--|

| | |
|---|--|
| <p><u>Hello</u>, Dr. Peterson.</p> <p>This is (<i>Subject's Name</i>), UH student in your 200-level History class. <u>Today I'd like to get your acceptance to extense</u> turning in my book report. <u>I'd like to spend more time to finish it.</u> <u>May I turn in it</u> by the end of the next week?</p> <p><u>I'm sorry about it. Please reply to e-mail.</u></p> <p>Thank you. (<i>Subject's Name</i>)</p> | |
|---|--|

To probe further...

- ✓ Darian S., Ilchenko O. (2012). Impact: Writing for Business, Technology and Science – K. “Akademperiodyka”
- ✓ Ford S. (2003). A Cross-sectional Study of Pragmatic Usage in Making Academic E-mail Requests. Online. Retrieved from: <https://www2.hawaii.edu/~sford/research/jsls5.pdf>
- ✓ Gaertner-Johnston L. (2013). Business Writing with Heart: How to Build Great Work Relationships One Message at a Time. Syntax Training

LETTER TEMPLATES

Conference Invitation Letter

The conference invitation letter is a formal document organizer sends you to invite you to attend the conference. Sample letter:

Dear _____,

We are thrilled to invite you to the first-ever all-virtual _____ Congress 2024, sponsored by _____ and supported by leading industry players worldwide. This congress aims to deliver top-quality speakers, interactive industry workshops, and master classes tailored for students, young professionals, and practitioners alike. Sessions include a wide range of keynote talks, workshops, and master classes in the areas of _____, _____, _____, trends in _____, and emerging _____.

Event Details:

Dates: May _____, 2024

Time: 9 am EST / 3 PM CEST / 6:30 pm IST / 9 pm CST

Registration: Open Now! Early bird pricing ends on March _____, 2024. The registration fee for students is as low as \$10.

Register today to secure your spot and take advantage of the early-bird offer

What to Expect:

Explore our comprehensive technical program: Technical Program Overview

Discover our esteemed lineup of potential speakers: List of Speakers

Special Group Offer:

Gather your peers! Enjoy an additional 15% discount for group registrations of 20 or more attendees.

Industry Support:

We extend our sincere gratitude to our esteemed industry supporters:

Your participation and support are crucial to the success of _____ 2024. Don't miss this opportunity to expand your knowledge, network with industry experts, and stay at the forefront of _____.

We look forward to welcoming you to _____ 2024!

Best regards,

Co-Chair, _____ 2024

Writing better emails

https://www.youtube.com/watch?v=moIucWGgvMc&ab_channel=SpeakConfidentEnglish

https://www.youtube.com/watch?v=3Tu1jN65slw&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses

https://www.youtube.com/watch?v=FXna7zjwHzA&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses

https://www.youtube.com/watch?v=llqPvcciKEM&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses

5 Main Types of Business Letters

- **Cover letter**
- **A letter of recommendation**
- **Thank you letter**
- **A letter of complaint**
- **Adjustment letter**

<https://www.qwikresume.com/cover-letters/>

<https://www.qwikresume.com/resources/cover-letter-types/>

Cover Letter

Dear [*Hiring Manager's name*],

I am writing to express my keen interest in the [*Job title*] position advertised on [*Website/Platform*] on [*Date*]. As a PhD candidate in [*Field*] at [*University/Institute*], I possess [*Number*] years of experience in [*Relevant area*] and a strong track record of research, communication, and collaboration.

My research on [*Project topic*] has focused on [*Brief overview*], yielding significant findings published in [*Journal names/Titles*]. My [*Skills*] aligned with the job description have enabled me to [*Specific examples of work demonstrating relevant skills*]. Additionally, I have experience in [*Other relevant skills/experiences*].

I am particularly drawn to [*Company name*] due to your commitment to [*Company values/Reasons for interest*]. I believe my research experience and skills would be a valuable asset to your team, and I am eager to contribute to your [*Company goals/Projects*].

My dissertation, focusing on [*Topic*], aligns well with the responsibilities outlined in the job description, particularly [*Specific areas*]. I am confident that I can quickly apply my knowledge and skills to contribute meaningfully to your team.

I have attached my CV for your review and welcome the opportunity to discuss my qualifications further in an interview. Thank you for your time and consideration.

Respectfully,
[*Your Name*]

Letter of Recommendation:

To Whom It May Concern:

I am writing to recommend [Student's Name] for [Program/Position] at your esteemed institution. I have had the pleasure of supervising [Student's Name] as their PhD advisor in [Field] at [University] for the past [Number] years. During this time, [Student's Name] has consistently impressed me with their [Positive qualities: e.g., intellectual curiosity, dedication, research skills, etc.].

[Student's Name] has demonstrated strong research abilities by [Specific examples of research achievements]. They have published [Number] papers in high-impact journals, including [Journal names/Titles]. Their research on [Project topic] has received significant recognition for its [Impact/Contribution].

Beyond research, [Student's Name] is an excellent communicator and collaborator. They have presented their work at conferences, mentored undergraduate students, and actively participated in departmental seminars. They are a valuable member of our research group and consistently contribute thoughtful insights and creative solutions.

I am confident that [Student's Name] possesses the necessary intellectual ability, research skills, and interpersonal qualities to excel in your program/position. They are highly motivated, independent learners who are eager to contribute to their field. I strongly recommend [Student's Name] for your consideration and believe they would be a valuable asset to your program/institution.

If you have any further questions, I would be happy to answer them.

With best wishes,

[Your Name]

Professor

[University/Institute]

Thank you letter

Dear *[Recipient name]*,

I am writing to express my sincere gratitude for *[Reason for thanks: e.g., interview opportunity, reference, etc.]*. Having the opportunity to *[Specific details of what you are thankful for]* was invaluable, and I truly appreciate your time and support.

[Elaborate on what you appreciated: e.g., specific insights gained, helpful advice, etc.]. The experience has provided me with *[Positive impact: e.g., valuable knowledge, renewed motivation, etc.]* as I move forward in *[Your future endeavors]*.

Again, thank you for your kindness and generosity. I will keep you updated on my progress and would be happy to stay in touch in the future.

Respectfully,

[Your Name]



Complaint Letter

Dear [Recipient name],

I am writing to express my disappointment with [Reason for complaint: e.g., product malfunction, service issue, etc.]. I purchased [Product/Service] on [Date] at [Location] and have experienced the following issues: [Describe the problem in detail].

These issues have caused me [Describe the consequences of the problem: e.g., inconvenience, financial loss, etc.]. I believe this is unacceptable and does not meet the standards of [Company name].

I kindly request that you [State your desired resolution: e.g., repair/replacement of product, refund, etc.]. I have attached [Relevant documentation: e.g., receipt, purchase order] for your reference.

I look forward to your prompt and satisfactory resolution of this matter. Please contact me at [Phone number/Email address] to discuss this further.

Best regards,
[Your Name]



Sample Adjustment Letter (for Salary Increase)

лист-коригування

Dear [Recipient Name],

I am writing to formally request a review of my salary in my current position as [Your Position] at [Company Name]. I have been with the company for [Number] years and have consistently exceeded expectations in my role, as evidenced by [List 2-3 key achievements or contributions].

Since joining the company, I have [Highlight specific instances of exceeding expectations, taking on additional responsibilities, or acquiring new skills relevant to your role]. My dedication and contributions have resulted in [Describe positive outcomes your work has brought to the company].

[Optional: *If applicable, you can mention external factors such as rising cost of living or offers from other companies.*]

Given my performance, contributions, and the current market value for my skills and experience, I believe a [Percentage or specific amount] salary increase is fair and reflects my value to the company. I am confident that I will continue to deliver exceptional results and contribute significantly to the success of [Company Name] in the future.

I am available to discuss this request further at your convenience. Thank you for your time and consideration.

Respectfully,
[Your Name]

See also:

20 types of business letters

<https://www.smartbusinessbox.in/types-of-business-letter-and-formats/>

Translation Challenge

1. You **don't have to** work such long hours, and you really **shouldn't**.
2. We **should** create a strategy for thriving in the current and future market environment.
3. Let's **delve** further **into** the details.
4. The company **stands to** lose millions if the new product fails.
(could potentially suffer negative consequences)
5. What do I **stand to** lose in this situation, if things go wrong?
6. She **stands to** gain a lot of experience from this internship.
(likely to benefit from the opportunity)
7. **Apparently**, the meeting has been rescheduled.
(you heard this information but haven't confirmed it)
8. **Apparently**, reading instructions is optional.
(you're frustrated with someone's mistake)
9. **Apparently, I was wrong all along.** *(you're accepting your mistake with some humor)*
10. **Arguably**, pizza is the world's most perfect food.
(you believe it, but others might disagree)
11. This technology has **arguably** revolutionized the industry.
(significant impact, but room for nuance)
12. The evidence is strong, but **arguably** not conclusive. *(room for further investigation)*
13. I believe technology will solve this problem **eventually**.
14. This book is **presumably** a masterpiece, judging by the reviews.
(strongly believing something based on limited knowledge)
15. He is **presumably** the best candidate for the job, given his qualifications.
(highlighting someone's suitability while leaving room for discussion)
16. Her **seemingly** friendly offer was **ostensibly** to help, but it felt more like manipulation.
17. While **ostensibly** opposed to the plan, her subtle actions suggested she might secretly support it.
18. The report was **ostensibly** objective, but its language subtly favored a specific conclusion.
19. If you are lucky, this common strategy **is supposed to** work.
20. "Advertainment" is yet another **buzzword**.
21. Let's navigate the evolving landscape of tech trends.
22. Small businesses are the **backbone** of many countries.
23. AI **takes center stage** as it fuels innovation and efficiency improvement across all industry sectors.
24. The outcome of this process will **shape the future for years to come**.
25. In "Cases about Redefining Global Strategy," Pankaj Ghemawat and Jordan Siegel have assembled 26 full-length **case studies**.
26. Today we are **taking a glance into** the future of science.
27. Navigating **unforeseen challenges** requires taking certain steps when things don't go as planned.
28. Give us a clear **snapshot** of what you **need to learn and improve**.

Class Takeaway 16

The Art, Craft and Skill of Editing

Admittedly, there are two kinds of writing: clear and unclear. This applies to both fiction and nonfiction.

Few people today read Newton's monumental *Philosophiae Naturalis Principia Mathematica* in its original form - and not because of the scientist's obscure language (the work has been translated from Latin into English several times). And not because the subject of this book is too complex - first-year physics students at universities study the same laws of physics and mathematics that Newton spoke about in 1687. Rather, he deliberately made his book difficult to understand. Thanks to his florid style, the scientist kept readers at a sufficient distance, even in the 17th century. According to legend, Newton said: "I deliberately made my work *Principia* difficult, accessible only to brilliant mathematicians who, having understood the stated provisions, will recognize the correctness of my theory."

Today, clear and understandable academic writing is a game-changer, and here's why.

- Clear writing makes complex ideas understandable and accessible to a wider audience. This fosters knowledge dissemination and allows research findings to have a broader impact.
- Clear communication is essential for collaboration and verification in research. When researchers can understand each other's work accurately, it facilitates scientific progress.
- Clear writing builds trust, and enhances the credibility of research. Well-written papers are more likely to be published in reputable journals and cited by other researchers.
- In today's information age, clear and concise communication is crucial to combatting disinformation, misinformation and hoaxes that are popularly referred to as "fake news". So first of all, look at the source of information, and whether or not proper research methods are used.

As early as 1988, perhaps one of the most underestimated writers of the 20th century, Italo Calvino, dedicated his book "Six Memos for the Next Millennium," to the qualities of great writing that will shape the XXI century literature. Calvino highlights five qualities of good writing:

- lightness
- quickness
- exactitude
- visibility
- multiplicity

He also intended to add consistency (*узгодженість, послідовність*) to the list. All of the traits listed above seem to be applicable not just to fiction, but to academic and scientific writing as well.

Speaking of lightness, scientific writings should be easily comprehensible and understandable, or, figuratively speaking, “decipherable.” Truly, it's worth using “the issue was raised” instead of ambiguous “the issue was brought up.” Quickness is about minimizing digressions. Calvino gives an apt example of the text based solely on such digressions: Laurence Sterne's *“The Life and Opinions of Tristram Shandy, Gentleman.”* Calvino praises the American short story tradition, and says that his favorite short story is the one by the Guatemalan writer Augusto Monterroso: “When I woke up, the dinosaur was still there.” Exactitude is about the language as precise as possible in choice of words and in expression of subtleties of thought and imagination. Visibility deals with various ways of pictorial representation of information. Multiplicity allows a work to escape the limited perspective of his or her own viewpoint, or, as Calvino put it, “individual ego.”

As Helen Sword once aptly noted, “The bottom line? Stylish academic writers are committed to making their research consequential and accessible. They spend time on their writing so that their readers won't have to.”

<https://www.wsj.com/articles/SB10001424052702303816504577319580371181186>

So think about numerous ways of making your writing creative. Use rhetorical questions, effective headings and subheadings, lively narration, vivid examples, even humor. But first and foremost, imagine your readers, and your talking to them. Clearly.

Useful Tips

To help writers check their work, it seems like a good idea to consult Helen Sword's online readability test called Writer's Diet Test. Another good resource is Flesch Kincaid readability test.

We would also recommend any writing/editing course by

- Shani Raja <https://shaniraja.com/> and
- Claire Lynch <https://www.youtube.com/c/DrClareLynch>

One more excellent resource on academic and scientific writing is this:

- Tom Boellstorff How to Get an Article Accepted at American Anthropologist (or Anywhere). – Online. <http://onlinelibrary.wiley.com/doi/10.1111/j.1548-1433.2008.00034.x/pdf>

Tom Boellstorff emphasizes the following five tips:

- be professional (avoid typographical and grammar errors; mixed fonts, strange formatting etc.)
- link your data and your claims (surprisingly often, authors present insufficient evidence for their claims: the data and argument of the manuscript are at cross-purposes with each other);
- use citations effectively (it is crucial to cite the relevant literature on the topic in the manuscript, but avoid long quotes, stick with short ones);
- structure the manuscript (the conclusion should not be too short, the subsections should be equal in length; introduction should be linked to the subject of the paper; the thread of one's argument needs to be carried consistently throughout the manuscript;
- avoid sweeping generalizations and other logical fallacies; (e.g., not enough evidence to support a theory).

Speaking of **logical fallacies**, let us briefly summarize them. Fallacies are generally divided into two basic categories:

fallacies of insufficient evidence and fallacies of relevance.

fallacies of insufficient evidence (improper authorities and sources):

- appeal to an unreliable authority (*argumentum ad vericundium*)
- appeal to ignorance (*argumentum at ignorantiam*)
- “slippery slope” argument (false cause with subsequent conclusions)
- weak analogy (analogy is not a proof)
- inappropriate appeal to authority (the arguer is an authority, but in some other field)
- the claim conflicts with expert opinion
- biased authority (the arguer is biased and subjective)
- unreliable
- the source has not been cited correctly or has been taken out of context
- anecdotal fallacy

fallacies of relevance (the arguments are logically irrelevant)

- the conclusion and rely on an emotional appeal)
- appeal to the people (*argumentum ad populum*) – manipulating
- people's values and beliefs:
- bandwagon argument (to feel like a part of a crowd)
- appeal to vanity and snobbery (to feel like admired and famous people)
- against the person (*argumentum ad hominem*) – not the
- argument/claim, but its author is being criticized; this also includes
- “you too” / “look who's talking” (*ad quoque*) tactic
- “two wrongs make a right” (they are wrong, so if I'm wrong, too, that is excusable)
- appeal to force (*argumentum at baculum*)
- appeal to pity (*argumentum at misericordiam*)
- appeal to emotion
- appeal to fear
- appeal to novelty
- appeal to poverty
- appeal to wealth
- appeal to an accident (overgeneralizing one specific case)
- “straw man”
(the opponent's argument is distorted in order to make it easier to attack)
- “red herring” and “missing the point” (*ignoratio elenchi*)
(sidetracking the audience by an irrelevant issue, supporting a different conclusion)
- “attacking the motive” (criticizing the author's motives)
- equivocation (using ambiguity and shifts of meaning)
- begging the question (*petitio principii*)
(assuming as a premise the thing he or she is trying to prove as a conclusion).

Let us also emphasize such thing as **the order of arguments**.

It was Hermann Ebbinghaus who first discovered the so-called Serial Position Effect.

In writing, that means:

- putting your weakest arguments in the middle,
- your **stronger arguments in the start**, and
- **the strongest ones – in the end**,

though *ideally* all arguments should be well-supported.

If you forget everything else about editing, just remember the following:

Read papers from high impact journals in your field. The more, the better. You will learn a lot just by observing.

- review for content
- check the structure of your paper
- make your writing clear and concise, use logical connectors
- check grammar, vocabulary, and style; proofread it, too
- read your paper aloud for improving the final version
- seek feedback (if possible)
- repeat **key words (keywords)** of the title in the abstract
- in the introductions:
 - ✓ point out the bigger context of your research & define key terms
 - ✓ identify a gap or lack of knowledge
 - ✓ indicate how your study fills in the gap (ask a question, use a quote)
 - ✓ state the purpose/aim of your study (Research Question(s)/RQs)

employ strong visuals (infographics)



***keep subject (Noun or its equivalent) and verb close together
and
place subject and verb at the beginning of your sentence***

It is designed to operate for at least 10 years.

The quest lasted for more than 30 years.

Modules are used to organize course content.

“In many ways, this is the book I always wanted to write about Ukraine. In other ways, it’s the book I never wanted to write about Ukraine. After reading it, I think you’ll understand what I mean.” *(Christopher Miller)*

Editing Examples

According to Market Research, approximately 75 million millennials worldwide are using self-help services currently. (<https://yourdost.com/blog/2022/02/5-practical-tips-to-improve-yourself.html>)

BETTER OPTION:

Approximately 75 million millennials worldwide are using self-help services currently, according to Market Research.

This material is often used for packaging, **because of its excellent structural stability.**

BETTER OPTION:

Because of its excellent structural stability, this material is often used for packaging.

Creating a plan, setting targets and follow-up on your development will help you remain motivated. It will also allow you to check if you are on the right track or if you need to adjust your plan and find different strategies to achieve your goal.

If you are looking to improve your organization and focus abilities, you might even find in this activity a good method to train them.

<https://www.personalitieslab.com/articles/improve-skills>

BETTER OPTION:

Creating a plan, setting targets and follow-up on your development will help you remain motivated. It will also allow you to check if you are on the right track or if you need to adjust your plan and find different strategies to achieve your goal.

This activity is a good method of training to improve organization and focus abilities of your team.

Use Active voice rather than Passive voice wherever applicable

As can be seen from picture 1
it is examined

**Picture 1 shows
we examine**

The automated storage inventory will be implemented by September.
We will implement the automated storage inventory by September.

Enclosed you will find copies of the estimates for relocation.
I've enclosed copies of the estimates for relocation.

Employ compressing

See also: O. Ilchenko *The Language of Science* pp. 67-74

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

every data that were thoroughly discussed

every thoroughly discussed data

the issues that we examine/ address/ study

consider/ deal with/ touch upon/tackle

the examined issues

the issues examined

the issues in question

the issues under consideration

Avoid verbosity: if in doubt, leave it out!

See also: O. Ilchenko *The Language of Science* pp. 280-286, 294-299, 305-306

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

at the present time

now / currently

make an attempt

try

in the case when

when

in the event that

if

still remains

remains

the reason is because

because

~~to some extent~~ **partially**

~~in part~~ **partly**

the equipment of the laboratory – **the lab equipment**

time period – **duration / time / period**

end result – outcome / result

at this moment in time – **currently / now / at present**

really very – **extremely / very / really / indeed**

absolutely essential – essential

advance warning – **warning**

future prospects – **prospects / perspectives**

a consensus of opinion – **a consensus**

join together – **join / link**

overexaggerate – **exaggerate**

as per usual – **as usual – usually**

in order to – **to**

for the solution of the problem – to solve the problem

we made the analysis of – **we analysed**

small in size – **small**

by using – **using / utilizing**

a very large number of / quite a few – **numerous / many**

can result in reducing – **can reduce**

in an automatic way – **automatically**

viewed from a different angle – **viewed differently**

information regarding registration – **registration information**

many people who write – **many writers**

Make it clearer, please. – **Clarify, please.**

one can search it in Google - **it's googleable**
it takes time to write – **writing is time-consuming**
It is fun to edit. - **Editing is fun.**

Mind collocations and easily confused words

See: O. Ilchenko *The Language of Science* pp. 292-296

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

<https://ozdic.com/>

<https://www.britannica.com/dictionary>

Mind grammar and vocabulary errors

Homophones

| | | | | |
|-------------|---------------|-----------------|-----------------|---------------|
| know VS. no | knew VS. new | hear VS. here | sun VS. son | bare VS. bear |
| sea VS. see | cell VS. sell | their VS. there | piece VS. peace | |

Apostrophe Errors

it's (it is), you're (you are), they're (they are), who's (who is) are **contractions**

its, your, their, whose are **possessives**

I wish it weren't true.

I wish it ~~wasn't~~ true.

Where is the library?

~~Were~~ is the library?

I really like it. / I really enjoy it.

~~I very like it.~~

my colleague(s)/brother/sister/friend(s) and I

~~I and my colleague(s)/brother/sister/friend(s)~~

usually OR as usual / like usual / like asways / as always

- You think / Do you think we have to do this?

- **I think yes— so. / I suppose so.**

- ~~I think no~~ **don't think so.**

(,) in its turn(,) у свою чергу,

They, **in turn**, analyze us.

to answer on the question надати відповідь на запитання

the/Ø answer to the question 13 відповідь на запитання 13

I will follow his **advice**. Я дослухаюся до його порад.

I was offered **three good pieces of advice**. Мені дали три добрі поради.

~~This was a good advice. His advice(s) were helpful.~~

economic економічний **VS. economical /thrifty** економічний, ощадливий
economics економічна теорія

do VS. make

See: O. Ilchenko *The Language of Science* p. 254

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

say it to me VS. tell me

Can I **borrow** your pen?

May I **use** your pen?

I can **lend** you some money.

The banks **give loans/loan money** because that makes them profitable.

The conference will **take place** in September. The event is scheduled in advance.

It **happened /occurred** quite unexpectedly.

It occurred to me /it came to my mind that I might do it.

I suppose / I think / I presume / I believe / I guess it's true.

Suppose we start all over again, what then? = **What if** we start all over again?

- You think we have to go there?

- **I suppose so.**

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

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

MIND punctuation in relative clauses

| Defining relative clause NO COMMAS | Non-defining relative clauses (convey additional information) COMMAS |
|---|--|
| PhD students are doctoral researchers who/that delve into their fields of study. | Let's go all the way back to the beginning, which means 2004. |
| I've just talked to a classmate who/that I studied in high school with. This is the research which he is famous for. OR: This is the research which he is famous for. | A new book, which (NOT that) was written by the same authors, was published last year. OR: A new book, which was written by the same authors, was published last year. |

з-поміж серед між

Of all options, this one the safest.

This is by far **the best** city **of all**.

You can **choose from** hundreds of templates.

Between you and me, I don't trust them.

Admittedly, there was **little to choose between** the two ways.

How **to choose between two or more** options?

Competition **between the three** companies is fierce.

This book is **popular with** the students.

An intellectual competition **among / amongst** students is a valuable tool for enhancing innovation, knowledge monitoring, and educational outcomes.

Art can build **bridges across** all barriers.

The lab is just **across** the street.

I feel / am feeling myself **unwell / good**.

to arrive safely – NOT to arrive ~~safe~~

to write correctly – NOT to write ~~correct~~

as usual - NOT as ~~usually~~

as well – do not use it at the beginning of a sentence (~~As well,...~~)

joint monograph колективна монографія - NOT ~~collective~~ monograph

my door is always open NOT ~~opened~~

to be born in a family **of Ukrainian descent** ~~with Ukrainian origin~~

народитися родині українського походження

Revise negatives

See: O. Ilchenko *The Language of Science* pp. 96-97, 100-102

https://olgailchenkoauthor.wordpress.com/wp-content/uploads/2017/01/ilchenko_revised_e-textbook-8-20-12-24.pdf

Not winning it **never** crossed my mind.

Losing **wasn't** an option for me.

I was determined to win, no matter what.

[It's ~~not~~ that they ~~don't~~ qualify.]

They qualify.

[It was ~~not until~~ that I had accidentally come across this curious article I'm going to tell you about that I took ~~any~~ interest in science.]

It was only when I had accidentally come across this curious article I'm going to tell you about that I took interest in science.

~~It's a disaster. It's a complete and utter failure.~~

~~You're wrong.~~

~~It's completely useless.~~

~~It's pretty much worthless.~~

~~I don't like it at all, not a bit.~~

~~It's no good.~~

~~No. / Nope. / Hell no.~~

Use softeners

I'm afraid we can't help you.

I'm afraid I can't do it **at the moment**.

There **seems to be something wrong** with my internet service.

I'm **not a big fan of** it.

I'm **not really keen on** such things.

This **isn't really to my taste**.

This is **not my cup of tea**.

This **isn't exactly what I had in mind**.

I'm **not sure that's entirely accurate**.

It's **not good enough, I would say**.

I **would like some** tea. ~~I want tea.~~

Distinguish between:

fact(s) VS. ***hedged stances (opinion(s), argument(s), evaluation(s))***

tentative hypotheses

The Great Wall of China **is approximately 13,171 miles long**. FACT

The Great Wall of China **is the most impressive, amazing and fascinating** structure ever built. HEDGED STANCE / OPINION

Mount Everest **is** the highest mountain in the world, standing at 8,848 meters above sea level. FACT

Researchers **hypothesize** that there **may be / might be** other mountains taller than Mount Everest if measured from the base on the ocean floor.

HEDGED STANCE / TENTATIVE HYPOTHESIS

Mount Everest is **likely** the highest mountain in the world, standing at about 8,848 meters above sea level. HEDGED STANCE / EVALUATION

Albert Einstein **was awarded** the Nobel Prize in Physics in 1921. FACT

Albert Einstein **could have been** an even greater scientist if he had focused more on practical applications. HEDGED STANCE / OPINION

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.)
- 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.)

to believe

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

to maintain

- 1) стверджувати
- 2) тримати, підтримувати, утримувати; обслуговувати

to suggest

- 1) пропонувати
- 2) наводити на думку; натякати; передбачати; свідчити про

to discover

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

to appear

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

to prove

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

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 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

in fact,

- 1) фактично, ; власне кажучи, (actually,)
- 2) крім цього, ; на додачу (in addition/in addition to)
- 3) насправді (маркує наступне заперечення);
- 4) а саме; тобто; себто (namely)
- 5) підсумовуючи(,) ; у (кінцевому) підсумку (in conclusion,)

Last but not least: add a touch of elegance to your texts:

“Did you know that according to Harvard University, 85% of your career success comes from soft skills? Hard skills may get you through the door. But soft skills will take you up the ladder.”

(Eric Partaker) <https://ericpartaker.com/>

“69% employees say they Want. More. Feedback.”

(Chris Donnelly) <https://chris-donnelly.co.uk/>

AI Tools for Editing

There are several AI tools available for editing science texts, each with its own strengths and weaknesses. Here are some free options to consider.

- QuillBot Free Version. The free version of QuillBot allows you to paraphrase and rephrase sentences up to 750 characters at a time. This can be helpful for improving the clarity and conciseness of your scientific text by suggesting alternative phrasings and simpler expressions.
- Hemingway Editor Free Version. The online version of Hemingway Editor allows you to analyze your text for free. It highlights complex sentences and suggests simpler alternatives. This can be particularly beneficial for scientific writing, where clarity and conciseness are crucial.
- DeepL is a highly advanced machine translation tool that is known for its accuracy and fluency in translating text from one language to another. By utilizing DeepL for both editing and machine translation, users can achieve high-quality, accurate, and contextually appropriate translations efficiently.

Free versions of AI tools often have limitations compared to paid versions. They might have usage limits, fewer features, or less customization options. So don't rely solely on AI tools. While these tools can be helpful for catching errors and improving clarity, they shouldn't replace your own careful editing and proofreading.

Use AI tools strategically. Choose the tool that best suits your specific needs, whether it's grammar correction, paraphrasing, or reference management.

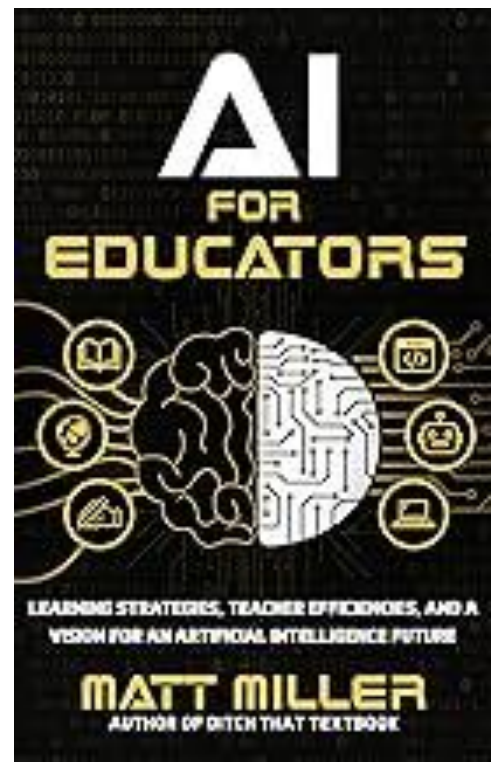
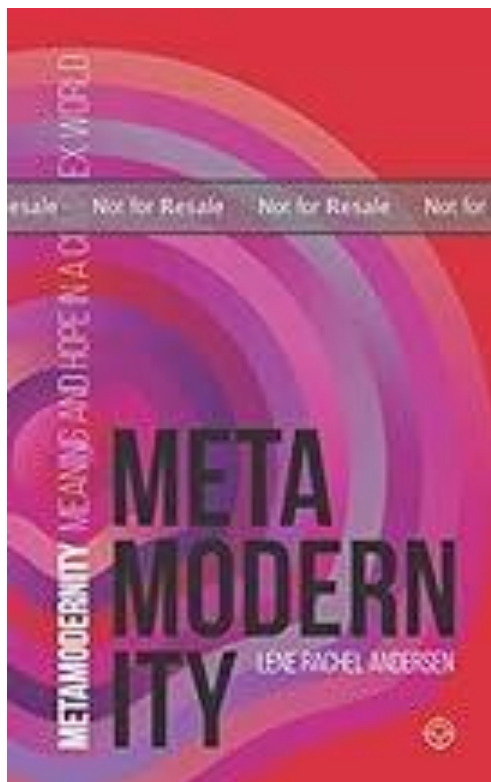
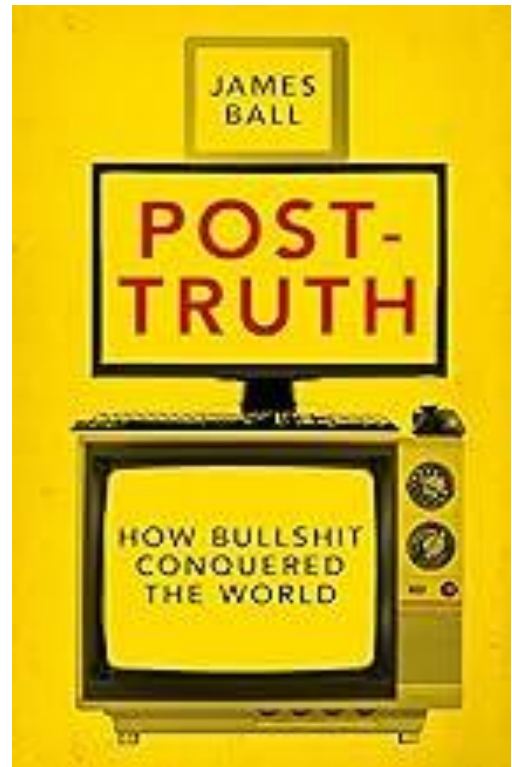
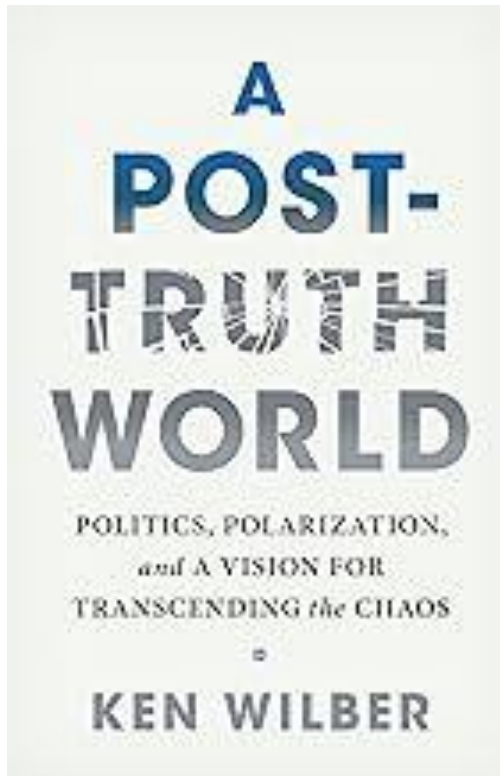
Always fact-check and ensure scientific accuracy. AI tools can't guarantee the scientific accuracy of your content.

Always look out for big trends out there

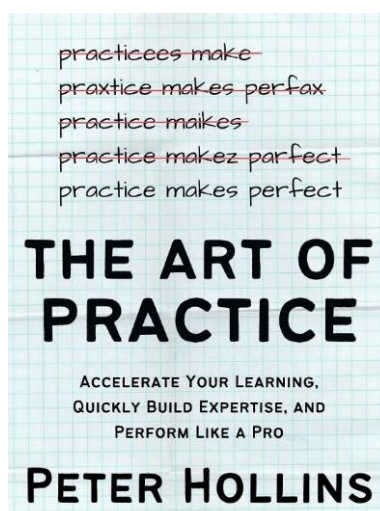
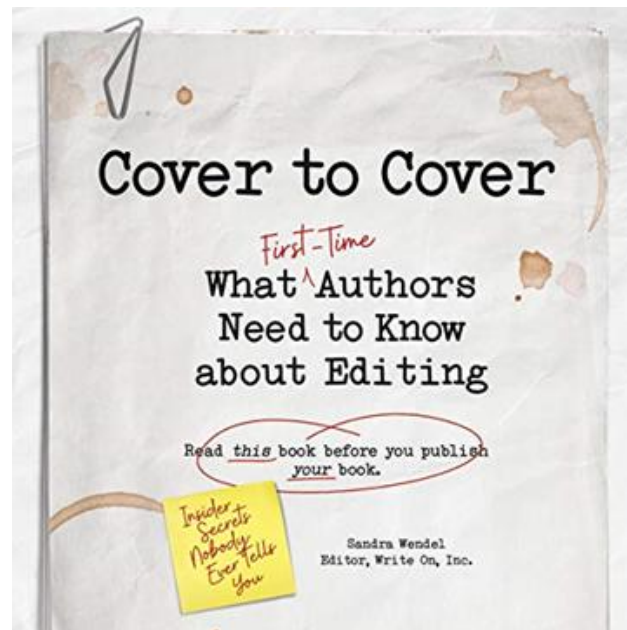
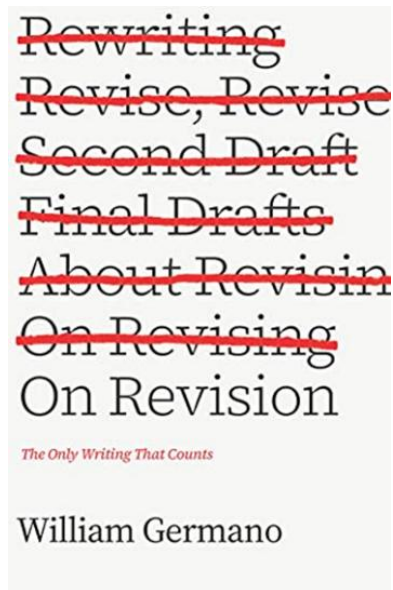
Слідкуйте за актуальними тенденціями

<https://www.merriam-webster.com/wordplay/word-of-the-year>

<https://languages.oup.com/word-of-the-year/>



Read good books on the art of editing.



Feedback

“69% employees say they Want. More. Feedback.” <https://chris-donnelly.co.uk/>

HOW TO GIVE FEEDBACK

Steal this Ultimate Cheat Sheet for Leaders

Giving feedback is an essential skill to learn. It builds trust. It helps teams grow. It shows what's working and what's not. Good feedback can boost your team's performance and job satisfaction.

SBI MODEL

Highly actionable and straightforward.
Good for performance improvement.

S **Situation** — Explain the situation.
Example: During yesterday's team meeting.

B **Behaviour** — Describe the behaviour.
Example: I noticed you interrupted a few times

I **Impact** — Share the impact.
Example: It made your teammates feel unheard.

COIN MODEL

Emphasizes relationship-building alongside feedback.

Ex: Great work on the project last week.

1. Connect
Establish rapport

2. Observe
Share observations

3. Impact
Discuss the impact

4. Next Steps
Agree on actions

Ex: I noticed you took the lead without being asked.

Ex: It kept the team organized and we hit the deadline.

Ex: Keep taking Initiative. It's making a difference.

GROW MODEL

Consultative approach that gives feedback with coaching.

| G | R | O | W |
|---|---|--|---|
| Goal Define the objective | Reality Assess the situation | Options Explore various options | Way Forward Decide on next steps |
| Ex: Our goal is to increase team output by 10% this quarter. | Ex: We're currently at a 10% increase and need to improve. What can we do? | Ex: We could have each person do a time audit or hold more training sessions. | Ex: Let's start with a time audit and see where we're at in two weeks. |

CEDAR MODEL

Comprehensive deep-dive useful for complex issues.

Context — Where and when the behaviour occurred.
Ex: While working on the marketing campaign.

Examples — Specific instances of what happened.
Ex: I saw you missed two important deadlines.

Diagnosis — Your interpretation of the situation.
Ex: It resulted in our launch being delayed.

Action — What needs to change.
Ex: I want you to prioritise your tasks better.

Review — How you will follow up.
Ex: We'll assess your progress in two weeks.

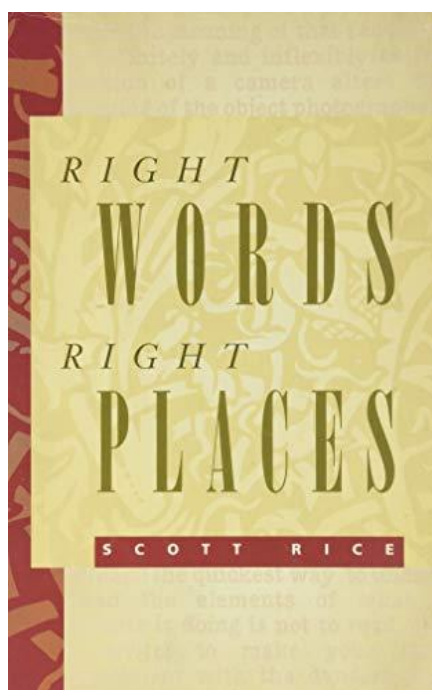
If you want a high-res PDF sent to you, follow **Chris Donnelly** and subscribe to his **Step By Step Newsletter**.

On COIN Model

https://www.youtube.com/watch?v=zekJHC8NTGw&ab_channel=EPM

Editing Challenge

| | |
|---|---|
| The conference belongs to the list of registered IEEE conferences, which gives participants the opportunity to place the materials of selected reports in the electronic resource IEEE Xplore Digital Library, which is indexed in international scientometric databases (Scopus, Web of Science, Google Scholar, etc.). | The conference is part of the registered IEEE conferences, providing participants with the opportunity to publish the materials of selected reports on the electronic resource IEEE Xplore Digital Library. This platform is indexed in various international scientometric databases such as Scopus, Web of Science, Google Scholar, and others. |
| Organization of conference work is planned in a mixed mode. The link for remote participation in the conference will be provided to the participants later. | The conference work will be organized using a mixed mode approach. Participants will receive the link for remote participation at a later time. |
| The working language of the conference is English. | English serves as the official language for the conference. |
| The authors of one report should be no more than 4 people. | A report should have a maximum of four authors. |
| The registration will take place to [date] | The registration is open until [date] |
| The representatives of enterprises and infocommunication companies take an active part in the conference and contribute to deepening interaction of universities and research institutions with industry and business. | The conference enjoys leading IT and telecommunications companies support to bring industry, businesses and universities closer together. |



The Magic of Music

OneRepublic “All The Right Moves”

https://www.youtube.com/watch?v=qrOeGCJdZe4&ab_channel=OneRepublicVEVO

to go down – phrasal verb

1. *знижуватися, падати* The prices went down quite unexpectedly, so stick to the plan.
2. *сідати (про Сонце)* When the sun goes down, you can still capture great images.
3. *ламатися* The equipment went down yesterday.
4. *входити в історію, запам'ятовуватися*
to go down in history, to go down as one of the most exciting events
5. *сприйматися, реалізовуватися* our plan might go down well soon



Final Test

1. Insert correct options.

A.

**Once data credibility strengths and weaknesses so that cover appealing
persuasive way also begin step every stage**

The Executive Business Writing Programme will help you improve your writing at _____ of the storytelling process. We _____ with a self-analysis of your _____ as a professional writer and assess what you need to do to set yourself up for success.

_____ we've completed this _____, we dive into the technicalities of writing engaging and _____ text.

We **cover** everything from structure to powerful words _____ you produce clear and compelling sentences. You will _____ learn the best way to add value and _____ to your writing by using _____ visual _____ in an accurate and engaging _____.

dmcoaching.com

B.

Even in a group of tend to especially goes hand-in-hand refers to

"Old money" _____ families that have been wealthy for many generations. This money metaphor often _____ with "Blue Blood", _____ in countries that have a tradition of social stratification, with nobility granted formal titles which elevated them above commoners.

_____ places where no such formality exists, Old Money will _____ know "their sort" and keep to the same social circles, to the exclusion of the Nouveau Riche. In the United States, the "oldest" of money will brag about their family arriving on the Mayflower. Mayflower was an English ship that transported _____ English families, known today as the Pilgrims, from England to the New World in 1620.

After: <https://tvtropes.org/pmwiki/pmwiki.php/Main/OldMoney>

C

says was given have made received have received
 scope has been recognized recognizes recognition recognitions
 covered value but also proud

Spafford's work _____ with many awards, but the honor he's most _____ of is the Purdue University Morrill Award, which he _____ in 2012. The award _____ faculty who _____ extraordinary contributions to the university's mission of teaching, research, and community service.

"It _____ not only for scholarship, _____ for excellence as an educator, and for my service to the community," Spafford _____. "It thus represented _____ by a community of my peers for accomplishments along multiple dimensions. I _____ all the other _____ I _____, but this was the one that _____ the broadest _____ of my work."

(after IEEE Spectrum, 2023)

D

Which means Another In addition, especially And If things such as:
Wherever

Examples are useful everywhere; _____ following general statements. A thoughtful reader seldom accepts a general statement until s/he's tested it. _____ she usually does that by thinking of an example. Examples serve all kinds of different functions. A general statement without one or two examples is harder to *understand*, to accept, and *remember*. _____ you don't provide those examples, she will have to do it herself. _____ – more work for the reader. _____ examples provide a basic tool for *definitions*; especially expanded definitions:

Downstream operations is an oil company term describing things that happen to petroleum after it comes out of the ground – _____ refining, distribution, and sales.

_____ benefit of examples is their *economy*: one good example can accomplish more than several paragraphs of argument or vague description. Good examples can also be very *persuasive*. In addition, they can help you improve your thinking and understanding. If something you're reading is confusing, try to think of an example. If you can't, it could mean: (1) you don't understand it; or (2) the writer doesn't quite understand what *he's* writing about. Examples can also *heighten interest*. _____ it's appropriate, look for a dramatic or memorable example. It keeps the reader on-board; draws them into the document.

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akademperiodyka)

3. Choose a more stylistically elegant and/or polite option:

A.

1. Students of the behavior of animals in relation to their environment have long been interested in the biological clock question.
2. The biological clock question has long interested students investigating the behavior of animals in relation to their environment.

B.

1. This is not the first time you misunderstood my ideas.
2. I see it differently.

C.

1. It is known that science affects the lives of people.
2. Science is known to affect the lives of people.

D.

1. In the event that questions should arise, I can be contacted until May 17.
2. If you have any questions, just call me until May 17.

E.

1. You didn't send the bill on time.
2. We haven't received your bill yet.

F.

1. Now we can form a hypothesis.
2. Now we can frame a hypothesis.

G.

1. All materials on this site, that include but are not limited to, images, illustrations, audio and video clips are protected by copyrights.
2. All materials on this site, including, but not limited to, images, illustrations, audio and video clips are protected by copyrights.

H.

1. Wait a minute, that's not true.
2. That's not true.

(it takes more words to be polite)

I.

1. Science Communication examines important and far ranging issues, such as the use of scientific knowledge in court, and how research findings are shaped to refine government regulation, because the dissemination of scientific information is critical.

2. Because the dissemination of scientific information is critical, Science Communication examines important and far ranging issues, such as the use of scientific knowledge in court, and how research findings are shaped to refine government regulation.

(here, the emphasis is on the most important information, "because" is focus word)

3. What approach works best?

1. Of the two approaches to measuring Survey Manual (SM), the modified response format appears to show more promise than the traditional true-false format. The former provided amore reliable SM scale than latter and behaved more consistently with theory.

4. Insert the correct option

1. His knowledge_____geography is deep.

- a. of
- b. in
- c. at
- d. on

2. They have deep knowledge_____the field of data science.

- a. in
- b. on
- c. of
- d.at

3. They were offered several _____ .

- a. to advise
- b. piece of advice
- c. pieces of advice
- d. advisory

4. What's ___ the agenda?

- a. on
- b. b.at
- c. c. in
- d. d. up

5. Attendance at the meetings _____ required

- a. is
- b. are
- c. being
- d. to be

4. Find the resources _____internet.

- a. in
- b. in the
- c. on
- d. on the

5. There is an exception _____the rule, however.

- a. from
- b. to
- c. for
- d. at

6. He gave her two _____advice.

- a. a piece
- b. pieces of
- c. the pieces of
- d. a piece of

7. If it hadn't been for you, I probably _____it.

- a. wouldn't have done
- b. wouldn't do
- c. won't do
- d. have done

8. Is it _____ late to start all over again?

- a. two
- b. to
- c. for to
- d. too

9. I'd be interested _____more about the rationale behind the new policy and how it will be implemented.

- a. and learn
- b. in learning
- c. learns
- d. learn

10. I'm not sure I fully understand the impact of the new policy. Perhaps we could have a brainstorming session _____any concerns and ensure its smooth implementation.

- a. to address
- b. address
- c. addresses
- d. have addressed

11. Some 25 countries are involved, with NASA _____the leading role.

- a. takes
- b. taking
- c. take
- d. taken

12. The utterances "*I see what you are saying, but I'm not sure this fully addresses the bigger picture.*" or "*The bigger picture?*" convey

- a. agreeing with what was previously said
- b. acknowledging and validating the other person's concern, but actually disagreeing with what was previously said
- c. the likelihood of possible misunderstanding
- d. none of the above

13. Effective negotiation

- a. is limited to business settings
- b. requires understanding your limits only
- c. requires understanding your needs, wants, and limits
- d. is by no means a two-way street.

14. Words like "definitely" and "absolutely" convey

- a. uncertainty
- b. predictions of future events
- c. a state of limited knowledge
- d. certainty

15. Where is the museum_____?

- 1. situate
- 2. location
- 3. locate
- 4. located

16. Data from 27 experimental studies _____ societal norms.

- a. examine to determine
- b. to examine and to determine
- c. were examined to determine
- d. to be examined to determine

17. Our ambition ____ and define the structure of ODDE.

- a. is describing
- b. and to describe
- c. is description
- d. is to describe

18. _____ we are dealing with is a shift so profound that it can only be outlined when observed in close relation to its form.

- a. What
- b. It is
- c. When
- d. Yet

19. It is of utmost importance to educate young researchers who can work and think _____ several disciplines.

- a. amongst
- b. between
- c. among
- d. across

20. His presentation skills were second to_____.

- a. one
- b. none
- c. no
- d. unique

21. Be sure to send messages that are positive and upbeat. Avoid _____ .

- a. negative
- b. and negative
- c. yet negativity
- d. negativity

22. Avoid phrases like "*I think*" or "*maybe we could*". Go for active phrases like "*would you like to ...?*" or "*don't we..?*" Speaking this conveys being more _____ in other people.

- a. interested
- b. interesting
- c. interest
- d. interests

23. In a negotiation, there are two _____ goals: to gather information and to influence behavior.

- a. essential
- b. essence
- c. in essence
- d. a sense

24. Identify emphasizees in the sentence: *But they really do prove the rule.*

- a. "they" and "the rule"
- b. "really" and "prove"
- c. "but" and "do"
- d. "really" and "do"

25. _____ cosmic radiation, travel in deep space requires greater protections.

- a. Part of
- b. Because
- c. Partly
- d. Because of

26. Thermodynamics presents another steep _____ for deep-space travel.

- a. challenges
- b. challenging
- c. challenger
- d. challenge

27. _____ of this approach is that the data stored by the cloud provider is always encrypted.

- a. Beauty
- b. The beauty
- c. Beautiful
- d. More beautiful

28. AI and Machine Learning solutions _____ increasingly researched and implemented.

- a. are being
- b. being
- c. been
- d. to be

29. The possibilities are enormous: huge leaps in research and more effective tools.

How can this _____ work?

- a. possible
- b. possibility
- c. possibilities
- d. possibly

30. The idea of computing with encrypted data _____ first in 1978.

- a. arose
- b. arise
- c. has arisen
- d. arising

31. _____ this progress, a huge problem remained.

- a. Thanks to
- b. However
- c. Although
- d. Despite

32. He's _____ kind of person who gets along with anyone.

- a. the
- b. a
- c. so
- d. very

33. He found _____ evade individual responsibility.

- a. way to
- b. way too
- c. a way
- d. a way to

34. Emotional Intelligence, or emotional quotient (EQ), _____ an individual's ability to identify, evaluate, control, and express emotions.

- a. is defined
- b. definition
- c. is defined as
- d. defining

35. _____, force is defined as mass multiplied by acceleration.

- a. Science
- b. Sciences
- c. Scientific
- d. Scientifically

36. Ultimately, _____ on the specific product and consumption patterns, each industry operates drastically differently.

- a. depending
- b. depends
- c. had depended
- d. depended

37. I've just got your message and wanted to get right back to you. Do you understand what _____?

- a. saying
- b. say
- c. says
- d. I'm saying

38. You just couldn't resist it, _____?

- a. could you
- a. should you
- c. didn't you
- d. did you

39. Let's do it together, _____

- a. shall we?
- b. don't we?
- c. do we?
- d. aren't we?

40. I'm afraid, she was _____ so.

- a. unable to
- b. to
- c. unable to do
- d. unable

41. *Anything less than winning is failure.*

In this sentence, "failure" means:

- a. the act of delegating authority
- b. an event that does not accomplish its intended purpose
- c. performing certain functions
- d. the demand for explanation

42. A combination of mediocre skills can make you _____ valuable.

- a. surprising
- b. to surprise
- c. surprisingly
- d. surprise

43. What is the meaning of "and yet" in this sentence?

It's paradoxical, and yet it works.

- a. все ще
- b. ще ні
- c. також
- d. однак

44. We are on the same wavelength.

- a. have no shared understanding or perspective
- b. think in a similar way, understand each other well
- c. have to start from scratch
- d. need to take a different approach

45. Speaking all those languages, she was a rare bird.

- a. an original and creative writer
- b. an awe-inspiring, charismatic and influential leader
- c. an innovative and inspirational scientist
- d. a unique person; an unusual, uncommon, or exceptional individual

46. Let's hit the reset button.

- a. set boundaries
- b. start over from the beginning
- c. continue with the assignment
- d. complete the task

47. That was a seemingly easy task.

- a. the task that appears to be easy, even though it may not really be so
- b. an easily accomplished task, a piece of cake, a no-brainer
- c. an unimportant task not worth serious consideration
- d. the task that could be easily postponed

48. Tact is the polite courteousness we show one another to avoid problems and communicate what needs to be said. It's learning the rules of polite_____, then being a grown adult and just following those rules instead of our emotions. You don't have to like someone; you just need to be tactful.

- a. community
- b. society
- c. applause
- d. mode

49. The sentence "A beautiful blend of memoir, reportage and history...superb." (Irish Times) most likely belongs to:

- a. an IMRAD article
- b. an op-ed
- c. a review
- d. a poem

50. The passage

"Why are some people more inventive, pioneering and successful than others? And why are they able to repeat their success again and again? Because it doesn't matter what you do, it matters WHY you do it. Those who have had the greatest influence in the world all think, act, and communicate in the same way - and it's the opposite to most. In "Start with Why", Simon Sinek uncovers the fundamental secret of their success. How you lead, inspire, live, it all starts with why."

is most likely part of

- a. a research paper introduction
- b. a book blurb
- c. a powerful visual
- d. a survey

5. Fill in the blanks.

1. Empathy is _____ .

- a. predictability
- b. the ability to understand what other people feel
- c. a great way of generating ideas
- d. improvisation

2. Rapport is _____ .

- a. a report
- b. the lack of social relationships, social isolation
- c. unpredictability
- d. a connection with someone else, a state of harmonious understanding with another individual or group

3. To get more content _____ like this direct to your inbox, sign up for our weekly Careers update.

- a. and
- b. advice
- c. advise
- d. and advice

4. What if you're not sure you understood everything _____?

- a. correct
- b. correctness
- c. correcting
- d. correctly

5. This is _____ study providing a new level of knowledge in an area that is lacking data over the regions in question.

- a. actual
- b. an actual
- c. a timely
- d. timely

6. However, in the course of our _____, we came to the conclusion that our model should be extended to include several other categories.

- a. researchers
- b. research
- c. researcher
- d. researched

7. There are five traits of data _____: accuracy, completeness, reliability, relevance, and timeliness.

- a. quality
- b. qualitative
- c. quantity
- d. quantitative

7.1. Accuracy: _____ the information correct in every detail?

- a. do
- b. did
- c. is
- d. are

7.2. Completeness: _____ comprehensive is the information?

- a. it is
- b. how
- c. when
- d. is it

7.3. Reliability: _____ the information contradict other trusted resources?

- a. is
- b. when
- c. is it
- d. does

7.4. Relevance: _____ you really need this information?

- a. are
- b. does
- c. do
- d. is

7.5. Timeliness: how _____ is information?

- a. obsolete
- b. absolute
- c. up- to-date
- d. out-of-date

8. For information on the agenda and details about the illustrious speakers, please click the button below. The link will also allow you to register for the event.

- _____ .
- a. Thank you for reading. b. My best to you and yours.
c. Thanks in advance. d. We look forward to seeing you there.

9.

significance problem statement rationale aim objectives

research question (RQ)

_____ : this refers to the importance of your research. Why is your research topic important? How will your findings contribute to existing knowledge or solve a real-world problem?

_____ : this is a clear and concise statement that identifies the specific issue or challenge your research will address. It should explain the gap in current knowledge or the problem you're trying to solve.

_____ : this explains why your research is necessary and justifies the chosen approach. You explain why this particular problem or question is worth investigating and how your research will address it.

_____ : this is the broad, overall goal of your research. It's a general statement of what you hope to achieve with your study.

_____ : these are specific, measurable, achievable, relevant, and time-bound (SMART) goals that outline the steps you will take to achieve your aim. They break down the research aim into smaller, more manageable tasks.

_____ : this is a specific question that guides your research and that you aim to answer through your study. It is more focused than the aim and should be phrased in a way that allows for a clear and definitive answer based on your research methods.

6. Read the texts and answer the questions that follow

A.

I. Read the text and answer the questions that follow.

Nikola Tesla (1856-1943) was one of the most fascinating scientists of the 20th century. He invented, developed or imagined the technology that brought us electricity, remote control, neon and fluorescent lighting, radio transmission and much more, all the basic inventions that now connect the world with power and information.

It was Tesla who filed his own basic radio patent applications in September, 1897. They were granted in 1900. Guglielmo Marconi's first patent application in America, filed on November 10, 1900, was turned down. Marconi's revised applications over the next three years were repeatedly rejected because of the priority of Tesla and other inventors.

But no patent is truly safe, as Tesla's career demonstrates. In 1900, the Marconi Wireless Telegraph Company, Ltd. began thriving in the stock markets - primarily due to Marconi's family connections with English aristocracy. Otis Pond, an engineer then working for Tesla, said, "Looks as if Marconi got the jump on you." Tesla replied, "Marconi is a good fellow. Let him continue. He is using seventeen of my patents."

But Tesla's calm confidence was shattered in 1904, when the U.S. Patent Office suddenly and surprisingly reversed its previous decisions and gave Marconi a patent for the invention of radio. The reasons for this have never been fully explained, but the powerful financial backing for Marconi in the United States suggests one possible explanation. What Marconi undoubtedly did invent - was an entirely new science-based industry.

Tesla was embroiled in other problems at the time, but when Marconi won the Nobel Prize in 1911, Tesla was furious. He sued the Marconi Company for infringement in 1915, but was in no financial condition to litigate a case against a major corporation. It wasn't until 1943 - a few months after Tesla's death - that the U.S. Supreme Court upheld Tesla's radio patent number 645,576. The Court had a selfish reason for doing so. The Marconi Company was suing the United States Government for use of its patents in World War I. The Court simply avoided the action by restoring the priority of Tesla's patent over Marconi. Like many geniuses, Tesla was not a conventional man. He gave his life to realize his visions, while others made millions with his inventions.

After: <https://pbsinternational.org/programs/tesla-master-of-lightning/>
https://www.juliantrubin.com/letters/marconi_tesla.html

1. Radio was invented by
 - a. Guglielmo Marconi.
 - b. Nikola Tesla
 - c. Otis Pond
 - d. Wireless Telegraph Company, Ltd.
2. First basic radio patent was granted in
 - a. 1897
 - b. 1900
 - c. 1904
 - d. 1943

3. The passage

To all whom it may concern:

Be it known that I, NIKOLA TESLA, a citizen of the United States, residing at New York, in the county and State of New York, have invented certain new and useful Improvements in Systems of Transmission of Electrical Energy, of which the following is a specification, reference being had to the drawing accompanying and forming a part of the same.

is most likely part of:

- a. U.S. Supreme Court decision
- b. Nobel Prize lecture
- c. patent number 645,576
- d. the description of science-based industry

4. The U.S. Supreme Court upheld Tesla's radio patent in
- a. 1897
 - b. 1900
 - c. 1904
 - d. 1943
5. It could be inferred from the passage that
- a. Tesla's contemporaries never profited from their inventions
 - b. all the patents have always been really safe
 - c. unlike some of his contemporaries, Tesla never profited from his inventions
 - d. financial backing of inventors was unimportant in the XX century
6. The underlined word/phrase fascinating could best be replaced by which of the following:
- a. fashionable
 - b. uninteresting
 - c. ordinary
 - d. captivating
7. The underlined word/phrase turned down could best be replaced by which of the following:
- a. declined
 - b. got rid of
 - c. filed
 - d. taken into consideration
8. The underlined word/phrase repeatedly could best be replaced by which of the following:
- a. time and again
 - b. not once
 - c. from time to time
 - d. every now and then
9. The underlined word/phrase because of could best be replaced by which of the following:
- a. although
 - b. furthermore
 - c. due to
 - d. lest
10. The underlined word/phrase But could best be replaced by which of the following:
- a. And
 - b. Yet
 - c. While
 - d. If
11. The underlined word/phrase began could best be replaced by which of the following:
- a. start
 - b. continued
 - c. started
 - d. launch
12. The underlined word/phrase thriving could best be replaced by which of the following:
- a. prospering
 - b. providing
 - c. trying
 - d. plummeting
13. The underlined word/phrase primarily could best be replaced by which of the following:
- a. partly
 - b. mainly
 - c. practically
 - d. presumably
14. The underlined word/phrase backing could best be replaced by which of the following:
- a. support
 - b. backbone
 - c. advice
 - d. hindrance
15. The underlined word/phrase in no financial condition could best be replaced by which of the following:
- a. jobless
 - b. careless
 - c. fearless
 - d. moneyless

7. Listening Comprehension

Listen to the passage and answer the questions that follow.

<https://news.northwestern.edu/stories/2018/september/are-you-average-reserved-self-centered-or-a-role-model/>

1. It could be inferred from the passage that understanding human personality
 - a. was never studied before
 - b. has been a focus for scientists for millennia
 - c. is just a recent trend
 - d. is not the problem scientists are interested in
2. The scientists talking in the video have developed
 - a. 4 big data techniques
 - b. 5 big data techniques
 - c. a new version of Myers-Briggs personality types
 - d. an alternative approach to the identification of personality types
3. Personality traits or personality dimensions include
 - a. neuroticism and extraversion
 - b. openness and agreeableness
 - c. conscientiousness
 - d. all of the above
4. The researchers used
 - a. causal inference techniques
 - b. archival study
 - c. standard clustering algorithm
 - d. secondary data analysis
5. The results of the study could best be summarized by which of the following:
 - a. After developing new algorithms, four clusters of personality types emerged: role models, self-centered people, average people, reserved people.
 - b. Role models score low in neuroticism and high in all the other traits.
 - c. Reserved people are emotionally stable, but not open or neurotic; they are somewhat agreeable and conscientious.
 - d. Self-centered people score high in extraversion and below average in openness, agreeableness and conscientiousness.

Sample Exam Test

I. Read the text and answer the questions that follow.

Silo Mentality: Definition in Business, Causes, and Solutions

By WILL KENTON Updated November 24, 2020

<https://www.investopedia.com/terms/s/silo-mentality.asp>

1. What is the main idea of the text?
 - a. Boosting and maintaining employee morale via organizing team-building activities as a platform for employees to give feedback and suggestions.
 - b. Situations where a silo mentality might actually be a good thing.
 - c. A silo mentality, which is the unwillingness to share information between departments in a company, can reduce efficiency, damage company culture, and ultimately hurt customer experience
 - d. The original meaning of the word "silo" refers to storage containers for grain or missiles.
2. A silo mentality can negatively impact a company's ability to deliver value to customers in which of the way(s):
 - a. lack of coordination
 - b. inefficiency
 - c. inaccurate information
 - d. all of the above
3. The text mentions two reasons why senior managers might contribute to a silo mentality:
 - a. the value their information has to others and its timeliness
 - b. competition between senior managers and inability to see the value of sharing information with other departments
 - c. hoarding information for their own benefit in competing departments and brainstorming
 - d. improved efficiency and facilitating communication
4. According to the passage, some employees might hoard information because of:
 - a. seeing the bigger picture
 - b. implementing knowledge-sharing platforms
 - c. a narrow vision and self-interest
 - d. cross-departmental meetings, projects, or committees where information exchange is necessary

5. Which of these does not belong to the ways of overcoming the silo mentality?

1. Fostering a culture of information sharing
2. Organizing cross-departmental activities
3. Financially rewarding the employees' alignment with company-wide goals
4. Building a rigid hierarchy and clear division of authority

6. The word/phrase to share could best be replaced by which of the following:

- a. to save b. to spend c. to develop d. to distribute

7. The word/phrase reducing could best be replaced by which of the following:

- a. decreasing b. revising c. improving d. increasing

8. The word/phrase referred to could best be replaced by which of the following:

- a. designed b. developed c. discussed d. denoted

9. The word/phrase limitations could best be replaced by which of the following:

- a. benefits b. assets c. drawbacks d. advantages

10. The word/phrase No matter what could best be replaced by which of the following:

- a. Irrespective of b. Considering c. And yet d. Given

II. Fill in the blanks

11. The only other hardware you need _____.

- a. and a laptop b. laptops c. a laptop d. is a laptop

12. Focusing on astronomical objects is harder than you might _____.

- a. think b. to think c. thinking d. thinks

13. The challenge again was focusing, which required trial _____.

- a. errors b. and error c. error d. to err

14. In 1912, Oskar von Miller, an electrical engineer and founder of the Deutsches Museum, _____ an idea: could you project an artificial starry sky onto a dome, as a way of demonstrating astronomical principles to the public?

- a. has b. have c. had d. has had

15. Today more than 4,000 planetariums are in operation _____.

- a. globes b. globe c. global d. globally

16. Why _____ that matter and why should you care?

- a. does b. is c. do d. are

17. We are interested _____ the boundaries of science.

- a. push b. in pushing c. at pushing d. for pushing

18. The scientific community should appreciate efforts _____ their work.
a. to popularize b. popularity c. popularize d. popularizes
19. _____, CNRI maintained the registry of Digital Object Identifier (DOI) records.
a. Initial b. Initials c. Initially d. Initiatives
20. It was _____ an important thing that they were doing that their lives were completely embedded in it.
a. so b. such as c. such d. as such,
21. More and more professionals came to realize that networking technology would _____ important benefits.
a. to generate b. generate c. generating d. generates
22. And _____ promising of those approaches was to rely on the core protocols
a. the most b. most of c. most d. mostly
23. In our view, the contribution of these industry events to the development of today's world of computing shouldn't _____, because the connection of different kinds of computers is the advance that has transformed our lives.
a. forgetting b. are forgotten c. be forgotten d. to forget
24. We _____ the compelling opportunities this partnership presents.
a. excited to explore b. exciting to explore c. is excited to explore d. are excited to explore
25. Not once _____ he doubt our professionalism.
a. did b. does c. do d. doing

Listening Comprehension

Listen to the passage and answer the questions that follow.

<https://news.northwestern.edu/stories/2018/september/are-you-average-reserved-self-centered-or-a-role-model/>

1. It could be inferred from the passage that understanding human personality
 - a. was never studied before
 - b. has been a focus of scientific research for millennia
 - c. is just a recent trend
 - d. is not the problem scientists are interested in

2. The scientists talking in the video have developed
 - a. 4 big data techniques
 - b. 5 big data techniques
 - c. a new version of Myers-Briggs personality types
 - d. an alternative approach to the identification of personality types

3. Personality traits or personality dimensions include
 - a. neuroticism and extraversion
 - b. openness and agreeableness
 - c. conscientiousness
 - d. all of the above

4. The researchers used
 - a. causal inference techniques
 - b. archival study
 - c. standard clustering algorithm
 - d. secondary data analysis

5. The results of the study could best be summarized by which of the following:
 - a. After developing new algorithms, four clusters of personality types emerged: role models, self-centered people, average people, reserved people.
 - b. Role models score low in neuroticism and high in all the other traits.
 - c. Reserved people are emotionally stable, but not open or neurotic; they are somewhat agreeable and conscientious.
 - d. Self-centered people score high in extraversion and below average in openness, agreeableness and conscientiousness.

ANSWER KEY

Exercise 1.

Translation Challenge

1. *Сьогодні вранці я пив(пила) чай.*
2. *Читайте.*
3. *Дійте.*
4. *Думайте масштабно.*
5. *Мисліть нестандартно.*
6. *Як Ви гадаєте? Яка Ваша думка?*
7. *Як (яким чином, у який спосіб) Ви мислите?*
8. *Що потрібно зробити?*
9. *Це потрібно було зробити.*
10. *Мені не потрібно двічі повторювати.*
11. *Результати нашого дослідження можуть мати не оптимальну узагальнюваність. / Можлива обмежена здатність поширювати наші висновки на інші контексти.*
12. *Інтернет став точкою перелому та грою, що змінює правила.*
13. *Багато хто називав цю технологію "переломною".*
14. *Вплинути на перебіг подій було неможливо. / Ситуацію було неможливо змінити. / Хвилю вже не зупинити.*

1. I had my tea this morning.
2. Read it.
3. Do it. / Just do it.
4. Think big.
5. Think outside the box. / Think creatively.
6. What do you think? *usually implies a question as for you to state your opinion on something.*
7. How do you think? *usually implies a question as to your process of thought.*
8. What needs to be done?
9. It had to be done.
10. I don't need to be told twice.
11. Our findings may have suboptimal generalizability.
12. The Internet has become an inflection moment and a game changer.
13. Many called this technology "game changing."
14. There was no turning the tide.

Exercise 2.

Read the passage and answer the questions that follow.

“Science **seeks** the basic laws of nature. Mathematics searches for **new** theorems to build upon the old. Engineering **builds** systems to solve human needs. The three disciplines are interdependent but distinct. Very rarely does one individual simultaneously make central contributions to all three — **but** Claude Shannon was a rare individual.”

(David Tse)

<https://www.quantamagazine.org/how-claude-shannons-information-theory-invented-the-future-20201222/>

1. We can infer from this passage that

- a. Claude Shannon was a mathematician and an engineer
- b. Claude Shannon was a scientist, a mathematician, and an engineer**
- c. Claude Shannon was an engineer
- d. Claude Shannon was a mathematician

2 The main idea of the passage is signaled by which of the **boldfaced** words:

- a. seeks
- b. new
- c. builds
- d. **but**

3. This passage is most likely followed by which of the following:

Given that framework of uncertainty and probability, Shannon set out in his landmark paper to systematically determine the fundamental limit of communication. His answer came in three parts. Playing a central role in all three is the concept of an information “bit,” used by Shannon as the basic unit of uncertainty. A portmanteau of “binary digit,” a bit could be either a 1 or a 0, and Shannon’s paper is the first to use the word (though he said the mathematician John Tukey used it in a memo first).

Shannon instead asked, “Is there a grand unified theory for communication?” In a 1939 letter to his mentor, Vannevar Bush, Shannon outlined some of his initial ideas on “fundamental properties of general systems for the transmission of intelligence.” After working on the problem for a decade, Shannon finally published his masterpiece in 1948: “A Mathematical Theory of Communication.”

Shannon never won a Nobel Prize, and he wasn’t a celebrity like Albert Einstein or Richard Feynman. But more than 70 years ago, in a single groundbreaking paper, he laid the foundation for the entire communication infrastructure underlying the modern information age.

While this is a theory of communication, it is, at the same time, a theory of how information is produced and transferred — an information theory. Thus Shannon is now considered “the father of information theory.”

Exercise 3

- I. **RENDER THE FOLLOWING SENTENCES INTO ENGLISH**
(several translation options are possible).

Це питання не стосується науки.

This issue/point/question has nothing to do with science.

1. Ця проблема стосується мети мого дослідження. **This problem deals with the aim/objective/goal/purpose of my research.**
2. Що стосується мене, то я сподіваюся обрати найкраще рішення із можливих (наявних). **As for me, /As for myself,/As far as I'm concerned,/When it comes to me,/Personally, I hope to choose the best solution of those available.**
3. Я спеціалізуюся у галузі _____ (ваша галузь). **I major/am majoring in_____ .**
4. Я не фахівець у цій сфері. **That is outside my field.**
5. Чим Ви цікавитеся? **What are you interested in?**
6. Які методи Вашого дослідження? **What are your research methods/techniques/procedures?**
7. Яка мета Вашого дослідження? **What is the aim of your research? /What is your research objective?**
8. Ваш огляд літератури (літературний огляд) відповідає усім необхідним вимогам. **Your literature review meets all the requirements.**
9. Я беру участь у науково-дослідній роботі. **I am involved in R&D.**
10. Ми дійшли цікавих висновків. **We have arrived at interesting conclusions.**
11. А Ви як гадаєте? **What do you think?**
12. Будь ласка, зрозуміло висловлюйте свої думки. **Please, express your ideas clearly.**
13. Важко передбачити, коли це трапиться. **It is hard to predict when it will happen.**
14. Це складне, але цікаве завдання. **This is a challenging task.**
15. Анотація повинна бути коротким, але всебічним відображенням того, що є у Вашій статті. **The abstract must be a concise yet comprehensive reflection of what is in your article.**
16. Хоча висновки й можуть містити огляд основних моментів статті, не повторюйте анотацію у висновках. У висновках можна докладніше зосередитися на важливості праці та/або запропонувати поточні та майбутні перспективи практичного застосування та подальшого розширення теми.
17. **Although conclusions/a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion(s). Conclusions/ a conclusion might elaborate on the importance of the work and/or suggest current and prospective applications and extensions**
18. Ілон Маск зазначає: "краще я буду неправим оптимістом, аніж правим песимістом." **Elon Musk says/said/argues/states: "I'd rather be optimistic and wrong than pessimistic and right."**

Test 1

Read the text and answer the questions that follow.

The Three Minute Thesis (3MT®) competition is an academic competition that challenges graduate students (Master's and Doctoral (PhD) students) to present their research in just three minutes, using only one static slide. The goal of the competition is to develop academic, presentation, and research communication skills among graduate students, and to encourage the exchange of ideas among researchers, students, and the public.

During the competition, participants must present their research in a clear and compelling way, using language that is accessible and understandable to a non-specialist audience. They must also engage their audience by sharing the significance and potential impact of their research, and by using storytelling and other creative techniques to make their presentations memorable, inspiring and engaging. At every round of the 3MT competition, each competitor is assessed on the judging criteria listed below:

Comprehension and content

- Did the presentation follow a clear and logical sequence?
- Did the presentation provide an understanding of the background and significance to the research question being addressed while explaining terminology and avoiding jargon?
- Did the presentation clearly describe the impact and/ or results of the research, including conclusions and outcomes?

Engagement and communication

- Did the presenter capture and maintain their audience's attention?
- Did the presenter convey enthusiasm for their research? Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Was the presenter careful not to trivialise or generalise their research?
- Did the PowerPoint slide enhance the presentation – was it clear, legible, and concise?

Overall, the Three Minute Thesis competition is an exciting and innovative way to showcase the research being done by graduate students, and to encourage more effective communication and collaboration between researchers, students, and the broader community. The first 3MT was held at The University of Queensland (UQ) in 2008 with 160 graduate students competing. Enthusiasm for the 3MT concept grew and its adoption by numerous universities led to the development of an international competition in 2010. Since its first launch, 3MT® has been held in over 600 universities across more than 85 countries worldwide.

1. It could be inferred from the passage that Three Minute Thesis (3MT®)
 - a. has become increasingly popular at The University of Queensland recently
 - b. has not become increasingly popular in recent years, with universities and research institutions around the world hosting their own local and national competitions
 - c. is assessed on the basis of one criterion only
 - d. has become increasingly popular in recent years, with universities and research institutions around the world hosting their own local and national competitions**

2. Three Minute Thesis (3MT®) competition was launched in
 - a. 2006
 - b. 2008**
 - c. 2010
 - d. 2018

6. Three Minute Thesis (3MT®) presentations
 - a. should not exceed 3 minutes
 - b. should be creative
 - c. should be fascinating
 - d. all of the above**

7. How many slides can you use in 3MT® competition?
 - a. 0
 - b. 1**
 - c. 3
 - d. none of the above

8. Judging by the text, what would be the most useful book to consult when creating a 3MT® presentation?
 - a. Kate Scott "How to Write Essays: A Guide for Mature Students Who Have Forgotten How."
 - b. Alexine Jackman "The 5 Minute Guide To Overcoming Procrastination: Why you procrastinate, and personalized strategies to boost motivation and get things done."
 - c. Simon Sinek "Start with Why: How Great Leaders Inspire Everyone to Take Action."**
 - d. Sue Fox "Modern Etiquette For Dummies."

6. The underlined word competition could best be replaced by which of the following:
a. **contest** b. comparison c. quest d. agreement
7. The underlined word research could best be replaced by which of the following:
a. methodology b. review c. **study** d. requirements
8. The underlined word just could best be replaced by which of the following:
a. some b. several c. all but d. **only**
9. The underlined word goal could best be replaced by which of the following:
a. significance b. novelty c. **aim** d. relevance
10. The underlined word engage could best be replaced by which of the following:
a. **interest and fascinate** b. start and end c. improve and enhance d. propose and ask
11. The underlined word significance could best be replaced by which of the following:
a. **importance** b. timeliness c. future d. reliability
12. The underlined word techniques could best be replaced by which of the following:
a. equipment b. method c. **methods** d. data
13. The underlined word memorable could best be replaced by which of the following:
a. unimpressive b. insignificant c. undeniable d. **unforgettable**
14. The underlined word capture could best be replaced by which of the following:
a. **grasp** b. divert c. distract d. switch
15. The underlined word Overall, could best be replaced by which of the following:
a. In principle, b. Indeed, c. In particular, d. **In general,**
16. The underlined word numerous could best be replaced by which of the following:
a. much b. numeral c. quite a few d. few
17. The underlined word across could best be replaced by which of the following:
a. of b. between c. among d. over
18. The underlined phrase more than could best be replaced by which of the following:
a. over b. under c. approximately d. not much
19. The underlined word worldwide could best be replaced by which of the following:
a. locally b. regionally c. partly d. globally

Test 2

Listen to the passage and answer the questions that follow.

<https://soundcloud.com/user-925956704/the-different-forms-of-plagiarism-and-how-to-avoid-it>

6. What is the best title for the passage?
 - a. Accidental plagiarism and copy-paste/mosaic plagiarism
 - b. Direct plagiarism and self-plagiarism
 - c. Paraphrasing without acknowledging the source**
 - d. Five common forms of plagiarism

7. Accidental plagiarism
 - a. is considered to be a minor case of academic misconduct
 - b. is the same as mosaic plagiarism
 - c. is as serious as other forms of plagiarism**
 - d. acknowledging all pieces of information

8. Past works include:
 - a. ideas, concepts, methods, and minor elements of research papers you've discussed in your paper
 - b. ideas, concepts, findings of research papers you've discussed in your paper
 - c. ideas, concepts, findings, methods, and minor elements of research papers you've discussed in your paper**
 - d. ideas, methods, and minor elements of research papers you've discussed in your paper

9. Quoting large portions of text *verbatim*
 - a. is generally not good practice in academic writing**
 - b. is considered plagiarism
 - c. is about citing a single source
 - d. all of the above

10. At the end, the speaker suggests taking the following learning course:
 - a. Academic misconduct.
 - b. Taking notes.
 - c. Ways of paraphrasing.
 - d. Avoid rejections. Publish ethically.**

Test 3

Precision and Accuracy

Accuracy and precision are alike only in the fact that they both refer to the quality of measurement. But they are very different indicators of measurement. Accuracy is the degree of closeness to true value. Precision is the degree to which an instrument or process will repeat the same value. In other words, accuracy is the degree of veracity (truthfulness) while precision is the degree of reproducibility.

What does accuracy mean? If a measurement is accurate, it means that it agrees closely with the accepted standard for that measurement. What does precision mean? A measurement that is precise means that it agrees with other measures of the same thing.

Accuracy can be determined by one measurement while many measurements are needed to assess precision. In short, we can say that – in the first place – we want all our estimates to be accurate within a certain limit, and then we can concentrate on the precision afterwards. In this sense, it is a goal to achieve accuracy as soon as possible, and over time - to develop precision.

After: <https://www.forecast.app/faqs/what-is-the-difference-between-accuracy-and-precision>

1. What is similar about accuracy and precision?
 - a. Neither accuracy nor precision refer to the quality of measurements.
 - a. **Both accuracy and precision refer to the quality of measurements.**
 - b. Both accuracy and precision have nothing to do with measurements.
 - c. All of the above.
2. What's the main difference between accuracy and precision?
 - a. **They are different indicators of measurement.**
 - b. They are similar indicators of measurement.
 - c. They are not indicators of measurement
 - d. None of the above.
3. The author implies that
 - a. accuracy can be achieved only by multiple measurements
 - b. precision can be achieved by one measurement only
 - c. **it's essential to have both accuracy and precision**
 - d. both accuracy and precision are not essential
4. The author concludes by saying that
 - a. first and foremost, each measurement should be as precise as possible
 - b. **first and foremost, each measurement should be as accurate as possible**
 - c. first and foremost, each measurement should not be accurate at all
 - d. first and foremost, each measurement should be both accurate and precise early on

5. According to the text, “accuracy” and “precision” could best be translated into Ukrainian as:

- a. «неточність» та «недостовірність»
- b. «точність» та «достовірність»
- c. «недостовірність» та «неточність»
- d. «достовірність» та «точність»**

6. The underlined word refer to could best be replaced by which of the following:

- 1. **deal with**
- b. rely on
- c. think of
- d. do without

7. The underlined word But could best be replaced by which of the following:

- a. And
- b. Because
- c. However**
- d. When

8. The underlined word very could best be replaced by which of the following:

- a. a bit**
- b. somehow
- c. in part
- d. **extremely**

9. The underlined word accuracy could best be replaced by which of the following:

- a. precision
- b. truthfulness**
- c. assessment
- d. attitude

10. The underlined word precision could best be replaced by which of the following:

- a. accuracy
- b. probability
- c. exactness**
- d. evaluation

11. The underlined phrase In other words, could best be replaced by which of the following:

- a. Put differently,**
- b. Likewise,
- c. Similarly,
- d. Not surprisingly,

12. The underlined word assess could best be replaced by which of the following:

- a. evaluate**
- b. deny
- c. exclude
- d. develop

13. The underlined phrase In short, could best be replaced by which of the following:

- a. In fact,
- b. In the first place,
- c. As a whole,
- d. In brief,**

14. The underlined word goal could best be replaced by which of the following:

- a. idea
- b. aim**
- c. result
- d. process

15. The underlined word soon could best be replaced by which of the following:

- a. early**
- b. late
- c. often
- d. frequently

Test 4

(Reading+Listening Comprehension)

Read the text & listen to the podcast. Finally, answer the questions that follow.

The Delphi method

The Delphi method was originally invented by Olaf Helmer and Norman Dalkey of the Rand Corporation in the 1950s for the purpose of addressing a specific military problem - to forecast the impact of technology on warfare. The Delphi Technique is a method used to estimate the likelihood and outcome of future events. The method relies on the key assumption that forecasts from a group are generally more accurate than **those** from individuals. A group of experts exchange views, and **each** independently gives estimates and assumptions to a facilitator who reviews the data and provides a summary report. The group members, known as panellists, discuss and review the summary report and give updated forecasts to the facilitator, who again reviews the material and issues a second report. This process continues until all participants reach a consensus.

The results of the first round of questions, when summarized, provide the basis for the second round of questions. Results from the second round of questions feed into the third (and final) round. The experts at each round have a complete record of what forecasts other experts have made. Still, they do not know who made which forecast. Anonymity allows the experts to express their opinions freely and encourages openness.

Predicting the future is not an exact science, but the Delphi Technique can help you understand the likelihood of future events and what impact they may have on your project. The Delphi Method has been widely adopted and is still in use today.

After: <https://www.projectsmart.co.uk/tools/delphi-technique-a-step-by-step-guide.php>

Listen to the Podcast by Ricardo Vargas: copy the link and paste it in your browser:

<https://soundcloud.com/ricardo-vargas-podcast/understanding-the-delphi-technique?in=ricardo-vargas-podcast/sets/2012-all-episodes>

2. A facilitator is a key person who
 - a. is interested in science
 - b. should not take a neutral position
 - c. is unfamiliar with the topic to be discussed
 - d. **helps a group of people to work together better**

2. It could be inferred from the texts that the Delphi method
 - a. is an autonomous process
 - b. is an anonymous process
 - c. is a fast process
 - d. **is often biased**

3. It could also be inferred from the text that the biggest challenge about the Delphi method is that

- a. **it takes time**
- b. it is unreliable
- c. it is not accurate enough
- d. it is outdated

4. The Delphi method

- a. was sometimes used by people
- b. was never used regularly by people
- c. **is used regularly by people**
- d. was used regularly by people before the 1950s

5. The boldfaced word “those” refers to the

- a. assumptions
- b. individuals
- c. groups
- d. **forecasts**

6. The boldfaced word “each” refers to the

- a. **expert**
- b. view
- c. group
- d. facilitator

7. The underlined word method could best be replaced by which of the following?

- a. technology b. tools c. troubleshooting d. **technique**

8. The underlined word originally could best be replaced by which of the following?

- a. **at first** b. at least c. at times d. actually

9. The underlined word impact could best be replaced by which of the following?

- a. importance b. innovation c. **influence** d. result

10. The underlined word likelihood could best be replaced by which of the following?

- a. confidence b. location c. brainstorming d. **probability**

11. The underlined word outcome could best be replaced by which of the following?

- a. **result** b. chance c. charisma d. coincidence

12. The underlined word forecasts could best be replaced by which of the following?

- a. prognosis b. **prognoses** c. problems d. events

13. The underlined word provides could best be replaced by which of the following?

- a. **gives** b. takes c. compares d. replaces

14. The underlined word Still, could best be replaced by which of the following?

- a. Similarly, b. Specifically, c. In simple terms, d. **However**

15. The underlined word still could best be replaced by which of the following?

- a. **even now** b. later on c. probably d. at times

Exercise 4

But but Here are some examples: for example, An example? Take

Collocation is a fancy term for words that go together – not for grammatical reasons, **but** more out of custom; which, as you know, is a powerful reason for doing lots of things, including the way we write. **An example? Take** the word campaign—in the military or political sense. What do you do with a campaign? You can start or begin a campaign. Ho hum. You can also mount a campaign.

What words, **for example**, can you use for mentioning a hypothesis? You can form or state a hypothesis. **But** it's more professional to *frame* or *formulate* one.

Here are some examples:

1. We *captured* 70% of the domestic market last year (high-impact).
2. The company *conducts operations* in 20 different countries.
3. Our branch *enjoys* high sales.
4. It was, *without exaggeration*, the most perfect way to win an award.

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akademperiodyka)

Exercises 5,6

Answers will vary

Exercise 7

(1) A major fact of corporate life is that problems often involve several departments or specializations or both. (2) For this reason, the heart of the report – the tough analysis and recommended solutions – ~~involves~~ requires a group or team effort. (3) This is almost inevitable, given all the research ~~involved~~ that goes into a report and all the areas that can be affected by it. [(4) If the problem ~~involves~~ falls within only the department, the team only needs to include department members. (5) If it also ~~involves~~ affects a division, it should draw members from both levels.

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akademperiodyka)

Exercise 8

Match the two columns

| | |
|--|--|
| 1. finding a way to say “no” D | A. “What makes you think I am angry?” |
| 2. someone continues talking about an issue that you feel defensive about E | B. “It feels like we are competing for whose ideas are best and I would rather not do that.” |
| 3. saying nothing new—simply repeating the same information over and over C | C. “I believe we have said everything that needs to be said.” |
| 4. someone accuses you of being angry A | D. “I will need to think about that.” |
| 5. someone says it is good to see you because you haven’t been around lately (suggesting you have not been working) F | E. “Let me get back to you.” |
| 6. someone continually puts down your suggestions B | F. “Thanks, it is nice to be here—working in the field has been productive but I have missed seeing people in the office.” |

Exercise 9

Cross-cultural proverbs and sayings: match the two columns.

Which one is your favorite?

| Proverb | Country |
|---|----------------|
| 1. The nail that sticks up feels the hammer first. J | A. Poland |
| 2. Fish and visitors smell after three days. I | B. Albania |
| 3. Don’t make an elephant out of a mosquito. H | C. Ukraine |
| 4. Just because you wake up early, the dawn won’t happen any sooner. G | D. Romania |
| 5. Too much and too little ruins everything. F | E. China |
| 6. Heaven is high; Emperor is far. E | F. Sweden |
| 7. The one who is not right is the one who screams louder. D | G. Mexico |
| 8. Every disadvantage has its advantage. C | H. Estonia |
| 9. He who leans against a big tree, will always find shade. B | I. The USA |
| 10. Not my circus, not my monkeys. A | J. Japan |

Exercise 10

Match the two columns:

| | |
|---|--|
| If anything can go wrong, | it will. |
| If it sounds too good to be true, | it probably is. |
| If you want something done right, | do it yourself. |
| If you don't make any mistakes, | you don't make anything. |
| If at first you don't succeed, | try again. |
| If at first you do succeed, | try to hide your astonishment. |
| If you always do what you always did, | you will always get what you always got. |
| If you can spend a perfectly useless afternoon in a perfectly useless manner, | you have learned how to live. |
| If you love someone, ... | set them free. |
| If they come back, ... | they're yours. |
| If they don't, ... | they never were. |
| If you are planning for a year, | sow rice. |
| If you are planning for a decade, | plant trees. |
| If you are planning for a lifetime, | educate people. |
| If you're not part of the solution, | you're part of the problem. (Eldridge Cleaver) |
| If you can give your son or daughter only one gift, | let it be enthusiasm. (Bruce Barton) |
| If I have seen further, | it is by standing on the shoulders of giants. (Isaac Newton) |

Test 5

II. Read the text and answer the questions that follow.

Scopus and the Web of Science's Social Sciences Citation Index (SSCI) are the two main indexes of prestige within academia. Informal communication with academics from various Asian countries, such as Korea, China, and Saudi Arabia, shows that faculty members can be rewarded around three times more for publishing in a Scopus-indexed journal than in a locally indexed journal (e.g., the Korean Citation Index), and around seven times more for publishing in an SSCI-indexed one.

Both Scopus and the SSCI provide quantitative metrics that represent the extent to which a journal's publications are cited within the index:

- **SJR**: A metric maintained by Scopus. It refers to the number of times the journal was cited in the previous three years in papers published within the Scopus index. Citations are additionally weighted, depending on the rank of the citing journal, while excluding self-citations.

- **JCR**: A metric maintained by the Web of Science. It refers to the number of citations of a journal's published papers in a given year within the Web of Science divided by the journals' total number of published papers during the previous two years.

These citation metrics are usually used as an indication of the journal's quality, though the reader should be aware that the use of these metrics to evaluate journals is controversial.

After: Joe Vitta, Ali H Al-Hoorie
https://www.academia.edu/35683258/Scopus-and_SSCI-indexed_L2_Journals_A_List_for_the_Asia_TEFL_Community

1. A metric maintained by the Web of Science is

- a. SJR
- b. Arabic Citation Index
- c. **JCR**
- d. the Korean Citation Index

2. The indicator of highest academic prestige is possibly publishing in

- a. Scopus-indexed journal
- b. locally indexed journal
- c. Asian citation index
- d. **SSCI-indexed journal**

3. Both Scopus and the SSCI quantitative metrics

- a. involve self-citations
- b. are not citation-based
- c. are rarely used as an indication of the journal's quality
- d. **are citation-based**

4. The underlined word "It" refers to

- a. **a metric maintained by the Web of Science**
- b. the number of citations
- c. a journal's published papers
- d. a metric maintained by Scopus

5. It could be inferred from the passage that

- a. only Scopus provides quantitative metrics that can be useful indicators for researchers in the field
- b. only the SSCI provides quantitative metrics to facilitate an efficient assessment of research journals
- c. these metrics do not facilitate an efficient assessment of the numerous and diverse journals
- d. **despite the limitations and valid concerns about an overreliance on such metrics for judging a journal, these metrics can be useful indicators for researchers**

6. The underlined word main could best be replaced by which of the following:

- a. majority
- b. mayor
- c. minor
- d. **major**

7. The underlined word academia could best be replaced by which of the following:

- a. community college
- b. community of interests
- c. community policy
- d. **academic community**

8. The underlined word academics could best be replaced by which of the following:

- a. **scholars**
- b. teachers
- c. instructors
- d. lecturers

9. The underlined phrase such as could best be replaced by which of the following:

- a. **e.g.**
- b. cf.
- c. i.e.
- d. *ibid.*

10. The underlined word shows could best be replaced by which of the following:

- a. **demonstrates**
- b. discusses
- c. does away with
- d. develops

11. The underlined word rewarded could best be replaced by which of the following:

- a. reiterated
- b. **remunerated**
- c. awarded
- d. thought of

12. The underlined word around could best be replaced by which of the following:

- a. near
- b. nearby
- c. in close proximity
- d. **approximately**

13. The underlined word indication could best be replaced by which of the following:

- a. **sign**
- b. necessity
- c. measurement
- d. percentage

14. The underlined word though could best be replaced by which of the following:

- a. also
- b. due to
- c. **although**
- d. apart

15. The underlined word controversial could best be replaced by which of the following:

- a. clear-cut
- b. **disputed**
- c. noticeable
- d. trendy

Exercise 11

Answers will vary

Final Test

1. Insert correct options.

A.

Once data credibility strengths and weaknesses so that cover appealing
persuasive way also begin step every stage

The Executive Business Writing Programme will help you improve your writing at **every stage** of the storytelling process. We **begin** with a self-analysis of your **strengths and weaknesses** as a professional writer and assess what you need to do to set yourself up for success.

Once we've completed this **step**, we dive into the technicalities of writing engaging and **persuasive** text.

We **cover** everything from structure to powerful words **so that** you produce clear and compelling sentences. You will **also** learn the best way to add value and **credibility** to your writing by using **appealing** visual **data** in an accurate and engaging **way**.

dmcoaching.com

B.

Even in a group of tend to especially goes hand-in-hand refers to

"**Old money**" **refers to** families that have been wealthy for many generations. This money metaphor often **goes hand-in-hand** with "**Blue Blood**", **especially** in countries that have a tradition of social stratification, with nobility granted formal titles which elevated them above commoners.

Even in places where no such formality exists, Old Money will **tend to** know "their sort" and keep to the same social circles, to the exclusion of the Nouveau Riche. In the United States, the "oldest" of money will brag about their family arriving on the Mayflower. Mayflower was an English ship that transported **a group of** English families, known today as the Pilgrims, from England to the New World in 1620.

After: <https://tvtropes.org/pmwiki/pmwiki.php/Main/OldMoney>

C

says was given have made received have received
 scope has been recognized recognizes recognition recognitions
 covered value but also proud

Spafford's work **has been recognized** with many awards, but the honor he's most **proud** of is the Purdue University Morrill Award, which he **received** in 2012. The award **recognizes** faculty who **have made** extraordinary contributions to the university's mission of teaching, research, and community service.

"It **was given** not only for scholarship, **but also** for excellence as an educator, and for my service to the community," Spafford **says**. "It thus represented **recognition** by a community of my peers for accomplishments along multiple dimensions. I **value** all the other **recognitions** I **have received**, but this was the one that **covered** the broadest **scope** of my work."

(after IEEE Spectrum, 2023)

D

Which means **Another** **In addition,** **especially** **And** **If** **things such as:**
Wherever

Examples are useful everywhere; **especially** following general statements. A thoughtful reader seldom accepts a general statement until s/he's tested it. **And** she usually does that by thinking of an example. Examples serve all kinds of different functions. A general statement without one or two examples is harder to *understand*, to accept, and *remember*. **If** you don't provide those examples, she will have to do it herself. **Which means** – more work for the reader. **In addition**, examples provide a basic tool for *definitions*; especially expanded definitions:

*Downstream operations is an oil company term describing things that happen to petroleum after it comes out of the ground – **things such as:** refining, distribution, and sales.*

Another benefit of examples is their *economy*: one good example can accomplish more than several paragraphs of argument or vague description. Good examples can also be very *persuasive*. **In addition**, they can help you improve your thinking and understanding. If something you're reading is confusing, try to think of an example. If you can't, it could mean: (1) you don't understand it; or (2) the writer doesn't quite understand what *he's* writing about. Examples can also *heighten interest*. **Wherever** it's appropriate, look for a dramatic or memorable example. It keeps the reader on-board; draws them into the document.

(After: Darian S., Ilchenko O. (2012) *Impact: Writing for Business, Technology and Science*. – Nat. acad. of sciences of Ukraine, Research a. educational center for foreign lang. – 2nd ed. – Kyiv: Akadempriodyka)

2. Choose a more stylistically elegant and/or polite option:

A.

1. Students of the behavior of animals in relation to their environment have long been interested in the biological clock question.

2. The biological clock question has long interested students investigating the behavior of animals in relation to their environment.

B.

1. This is not the first time you misunderstood my ideas.

2. I see it differently.

C.

1. It is known that science affects the lives of people.

2. Science is known to affect the lives of people.

D.

1. In the event that questions should arise, I can be contacted until May 17.

2. If you have any questions, just call me until May 17.

E.

1. You didn't send the bill on time.

2. We haven't received your bill yet.

F.

1. Now we can form a hypothesis.

2. Now we can frame a hypothesis.

G.

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H.

1. Wait a minute, that's not true.

2. That's not true.

(it takes more words to be polite)

I.

1. Science Communication examines important and far ranging issues, such as the use of scientific knowledge in court, and how research findings are shaped to refine government regulation, because the dissemination of scientific information is critical.

2. **Because the dissemination of scientific information is critical, Science Communication examines important and far ranging issues, such as the use of scientific knowledge in court, and how research findings are shaped to refine government regulation.**

(here, the emphasis is on the most important information, "because" is focus word)

3. **What approach works best?**

1. Of the two approaches to measuring **Survey Manual (SM)**, the **modified response format** appears to show more promise than the traditional true-false format. The former provided amore reliable SM scale than latter and behaved more consistently with theory.

4. **Insert the correct option**

1. His knowledge_____geography is deep.

- a. **of**
- b. in
- c. at
- d. on

2. They have deep knowledge_____the field of data science.

- a. **in**
- b. on
- c. of
- d.at

3. They were offered several _____ .

- e. to advise
- f. b. piece of advice
- g. **c. pieces of advice**
- h. d. advisory

4. What's ___ the agenda?

- e. **on**
- f. b.at
- g. c. in
- h. d. up

5. Attendance at the meetings _____ required

- a. **is**
- b. are
- c. being
- d. to be

4. Find the resources _____internet.

- a. in
- b. in the
- c. on
- d. **on the**

5. There is an exception _____the rule, however.

- a. from
- b. **to**
- c. for
- d. at

6. He gave her two _____advice.

- a. piece
- b. pieces of
- c. the pieces of
- d. a piece of

7. If it hadn't been for you, I probably _____it.

- a. wouldn't have done
- b. wouldn't do
- c. won't do
- d. have done

8. Is it _____ late to start all over again?

- a. two
- b. to
- c. for to
- d. too

9. I'd be interested _____more about the rationale behind the new policy and how it will be implemented.

- a. and learn
- b. **in learning**
- c. learns
- d. learn

10. I'm not sure I fully understand the impact of the new policy. Perhaps we could have a brainstorming session _____any concerns and ensure its smooth implementation.

a. to address

b. address

c. addresses

d. have addressed

11. Some 25 countries are involved, with NASA _____the leading role.

a. takes

b. taking

c. take

d. taken

12. The utterances "*I see what you are saying, but I'm not sure this fully addresses the bigger picture.*" or "*The bigger picture?*" convey

a. agreeing with what was previously said

b. acknowledging and validating the other person's concern, but actually disagreeing with what was previously said

c. the likelihood of possible misunderstanding

d. none of the above

13. Effective negotiation

a. is limited to business settings

b. requires understanding your limits only

c. requires understanding your needs, wants, and limits

d. is by no means a two-way street.

14. Words like "definitely" and "absolutely" convey

a. uncertainty

b. predictions of future events

c. a state of limited knowledge

d. certainty

15. Where is the museum_____?

a. situate

b. location

c. locate

d. located

16. Data from 27 experimental studies _____ societal norms.

- a. examine to determine
- b. to examine and to determine
- c. were examined to determine**
- d. to be examined to determine

17. Our ambition ____ and define the structure of ODDE.

- a. is describing
- b. and to describe
- c. is description
- d. is to describe**

18. _____ we are dealing with is a shift so profound that it can only be outlined when observed in close relation to its form.

- a. What**
- b. It is
- c. When
- d. Yet

19. It is of utmost importance to educate young researchers who can work and think _____ several disciplines.

- a. amongst
- b. between
- c. among
- d. across**

20. His presentation skills were second to_____.

- a. one
- b. none**
- c. no
- d. unique

21. Be sure to send messages that are positive and upbeat. Avoid _____ .

- a. negative
- b. and negative
- c. yet negativity
- d. negativity**

22. Avoid phrases like "*I think*" or "*maybe we could*". Go for active phrases like "*would you like to ...?*" or "*don't we...?*" Speaking this conveys being more _____ in other people.

- a. interested
- b. interesting
- c. interest**
- d. interests

23. In a negotiation, there are two _____ goals: to gather information and to influence behavior.

- a. **essential**
- b. essence
- c. in essence
- d. a sense

24. Identify emphasizees in the sentence: *But they really do prove the rule.*

- a. "they" and "the rule"
- b. "really" and "prove"
- c. "but" and "do"
- d. **"really" and "do"**

25. _____ cosmic radiation, travel in deep space requires greater protections.

- a. Part of
- b. Because
- c. Partly
- d. **Because of**

26. Thermodynamics presents another steep _____ for deep-space travel.

- a. challenges
- b. challenging
- c. challenger
- d. **challenge**

27. _____ of this approach is that the data stored by the cloud provider is always encrypted.

- a. Beauty
- b. **The beauty**
- c. Beautiful
- d. More beautiful

28. AI and Machine Learning solutions _____ increasingly researched and implemented.

- a. **are being**
- b. being
- c. been
- d. to be

29. The possibilities are enormous: huge leaps in research and more effective tools.

How can this _____ work?

- a. possible
- b. possibility
- c. possibilities
- d. **possibly**

30. The idea of computing with encrypted data _____ first in 1978.

- a. **arose**
- b. arise
- c. has arisen
- d. arising

31. _____ this progress, a huge problem remained.

- a. Thanks to
- b. However
- c. Although
- d. **Despite**

32. He's _____ kind of person who **gets along with** anyone.

- a. **the**
- b. a
- c. so
- d. very

33. He found _____ evade individual responsibility.

- a. way to
- b. way too
- c. a way
- d. **a way to**

34. Emotional Intelligence, or emotional quotient (EQ), _____ an individual's ability to identify, evaluate, control, and express emotions.

- a. is defined
- b. definition
- c. **is defined as**
- d. defining

35. _____, force is defined as mass multiplied by acceleration.

- a. Science
- b. Sciences
- c. Scientific
- d. Scientifically

36. Ultimately, _____ on the specific product and consumption patterns, each industry operates drastically differently.

- a. **depending**
- b. depends
- c. had depended
- d. depended

37. I've just **got** your message and **wanted** to get right back to you. **Do you understand** what _____?

- a. saying
- b. say
- c. says
- d. I'm saying**

38. You just couldn't resist it, _____?

- a. could you**
- a. should you
- c. didn't you
- d. did you

39. Let's do it together, _____

- a. shall we?**
- b. don't we?
- c. do we?
- d. aren't we?

40. I'm afraid, she **was** _____ so.

- a. unable to
- b. to
- c. unable to do**
- d. unable

41. *Anything less than winning is failure.*

In this sentence, **failure** means:

- a. the act of delegating authority
- b. an event that does not accomplish its intended purpose**
- c. performing certain functions
- d. the demand for explanation

42. A combination of mediocre skills can make you _____ valuable.

- a. surprising
- b. to surprise
- c. surprisingly**
- d. surprise

43. What is the meaning of "*and yet*" in this sentence?

It's paradoxical, and yet it works.

- a. все ще
- b. ще ні
- c. також
- d. однак**

44. We are on the same wavelength.

- a. have no shared understanding or perspective
- b. think in a similar way, understand each other well**
- c. have to start from scratch
- d. need to take a different approach

45. Speaking all those languages, she was a rare bird.

- a. an original and creative writer
- b. an awe-inspiring, charismatic and influential leader
- c. an innovative and inspirational scientist
- d. a unique person; an unusual, uncommon, or exceptional individual**

46. Let's hit the reset button.

- a. set boundaries
- b. start over from the beginning**
- c. continue with the assignment
- d. complete the task

47. That was a seemingly easy task.

- a. the task that appears to be easy, even though it may not really be so**
- b. an easily accomplished task, a piece of cake, a no-brainer
- c. an unimportant task not worth serious consideration
- d. the task that could be easily postponed

48. Tact is the polite courteousness we show one another to avoid problems and communicate what needs to be said. It's learning the rules of polite_____, then being a grown adult and just following those rules instead of our emotions. You don't have to like someone; you just need to be tactful.

- a. community
- b. society**
- c. applause
- d. mode

49. The sentence "*A beautiful blend of memoir, reportage and history...superb.*" (Irish Times) most likely belongs to:

- a. an IMRAD article
- b. an op-ed
- c. a review**
- d. a poem

50. The passage

"Why are some people more inventive, pioneering and successful than others? And why are they able to repeat their success again and again? Because it doesn't matter what you do, it matters WHY you do it. Those who have had the greatest influence in the world all think, act, and communicate in the same way - and it's the opposite to most. In "Start with Why", Simon Sinek uncovers the fundamental secret of their success. How you lead, inspire, live, it all starts with why."

is most likely part of

- a. a research paper introduction
- b. a book blurb**
- c. a powerful visual
- d. a survey

5. Fill in the blanks.

1. Empathy is _____ .

- a. predictability
- b. the ability to understand what other people feel**
- c. a great way of generating ideas
- d. improvisation

2. Rapport is _____ .

- a. a report
- b. the lack of social relationships, social isolation
- c. unpredictability
- d. a connection with someone else, a state of harmonious understanding with another individual or group**

3. To get more content _____ like this direct to your inbox, sign up for our weekly Careers update.

- a. and
- b. advice
- c. advise
- d. and advice**

4. What if you're not sure you understood everything _____?

- a. correct
- b. correctness
- c. correcting
- d. correctly**

5. This is _____ study providing a new level of knowledge in an area that is lacking data over the regions in question.

- a. actual
- b. an actual
- c. a timely**
- d. timely

6. However, in the course of our _____, we came to the conclusion that our model should be extended to include several other categories.

- a. researchers
- b. research**
- c. researcher
- d. researched

7. There are five traits of data _____: accuracy, completeness, reliability, relevance, and timeliness.

- a. quality**
- b. qualitative
- c. quantity
- d. quantitative

7.1. Accuracy: _____the information correct in every detail?

- a. do
- b. did
- c. is**
- d. are

7.2. Completeness: _____ comprehensive is the information?

- a. it is
- b. how**
- c. when
- d. is it

7.3. Reliability: _____the information contradict other trusted resources?

- a. is
- b. when
- c. is it
- d. does**

7.4. Relevance: _____you really need this information?

- a. are
- b. does
- c. do**
- d. is

7.5. Timeliness: how _____ is information?

- a. obsolete
- b. absolute
- c. up- to-date**
- d. out-of-date

8. . For information on the agenda and details about the illustrious speakers, please click the button below. The link will also allow you to register for the event.

_____ .

- a. Thank you for reading.
- b. My best to you and yours.
- c. Thanks in advance.
- d. We look forward to seeing you there.

9.

significance problem statement rationale aim objectives

research question (RQ)

Significance: this refers to the importance of your research. Why is your research topic important? How will your findings contribute to existing knowledge or solve a real-world problem?

Problem Statement: this is a clear and concise statement that identifies the specific issue or challenge your research will address. It should explain the gap in current knowledge or the problem you're trying to solve.

Rationale: this explains why your research is necessary and justifies the chosen approach. You explain why this particular problem or question is worth investigating and how your research will address it.

Aim: this is the broad, overall goal of your research. It's a general statement of what you hope to achieve with your study.

Objectives: these are specific, measurable, achievable, relevant, and time-bound (SMART) goals that outline the steps you will take to achieve your aim. They break down the research aim into smaller, more manageable tasks.

Research Question (RQ): this is a specific question that guides your research and that you aim to answer through your study. It is more focused than the aim and should be phrased in a way that allows for a clear and definitive answer based on your research methods.

6. Read the texts and answer the questions that follow

Nikola Tesla (1856-1943) was one of the most fascinating scientists of the 20th century. He invented, developed or imagined the technology that brought us electricity, remote control, neon and fluorescent lighting, radio transmission and much more, all the basic inventions that now connect the world with power and information.

It was Tesla who filed his own basic radio patent applications in September, 1897. They were granted in 1900. Guglielmo Marconi's first patent application in America, filed on November 10, 1900, was turned down. Marconi's revised applications over the next three years were repeatedly rejected because of the priority of Tesla and other inventors.

But no patent is truly safe, as Tesla's career demonstrates. In 1900, the Marconi Wireless Telegraph Company, Ltd. began thriving in the stock markets - primarily due to Marconi's family connections with English aristocracy. Otis Pond, an engineer then working for Tesla, said, "Looks as if Marconi got the jump on you." Tesla replied, "Marconi is a good fellow. Let him continue. He is using seventeen of my patents." But Tesla's calm confidence was shattered in 1904, when the U.S. Patent Office suddenly and surprisingly reversed its previous decisions and gave Marconi a patent for the invention of radio. The reasons for this have never been fully explained, but the powerful financial backing for Marconi in the United States suggests one possible explanation. What Marconi undoubtedly did invent - was an entirely new science-based industry.

Tesla was embroiled in other problems at the time, but when Marconi won the Nobel Prize in 1911, Tesla was furious. He sued the Marconi Company for infringement in 1915, but was in no financial condition to litigate a case against a major corporation. It wasn't until 1943 - a few months after Tesla's death - that the U.S. Supreme Court upheld Tesla's radio patent number 645,576. The Court had a selfish reason for doing so. The Marconi Company was suing the United States Government for use of its patents in World War I. The Court simply avoided the action by restoring the priority of Tesla's patent over Marconi. Like many geniuses, Tesla was not a conventional man. He gave his life to realize his visions, while others made millions with his inventions.

After: <https://pbsinternational.org/programs/tesla-master-of-lightning/>
https://www.juliantrubin.com/letters/marconi_tesla.html

1. Radio was invented by

- a. Guglielmo Marconi.
- b. Nikola Tesla**
- c. Otis Pond
- d. Wireless Telegraph Company, Ltd.

2. First basic radio patent was granted in

- a. 1897
- b. 1900**
- c. 1904
- d. 1943

3. The passage

To all whom it may concern:

Be it known that I, NIKOLA TESLA, a citizen of the United States, residing at New York, in the county and State of New York, have invented certain new and useful Improvements in Systems of Transmission of Electrical Energy, of which the following is a specification, reference being had to the drawing accompanying and forming a part of the same.

is most likely part of:

- a. U.S. Supreme Court decision
- b. Nobel Prize lecture
- c. patent number 645,576**
- d. the description of science-based industry

4. The U.S. Supreme Court upheld Tesla's radio patent in

- a. 1897
- b. 1900
- c. 1904
- d. 1943**

5. It could be inferred from the passage that

- a. Tesla's contemporaries never profited from their inventions
- b. all the patents have always been really safe
- c. unlike some of his contemporaries, Tesla never profited from his inventions**
- d. financial backing of inventors was unimportant in the XX century

6. The underlined word/phrase fascinating could best be replaced by which of the following:

- a. fashionable
- b. uninteresting
- c. ordinary
- d. captivating**

7. The underlined word/phrase turned down could best be replaced by which of the following:

- a. declined**
- b. got rid of
- c. filed
- d. taken into consideration

8. The underlined word/phrase repeatedly could best be replaced by which of the following:

- a. time and again**
- b. not once
- c. from time to time
- d. every now and then

9. The underlined word/phrase because of could best be replaced by which of the following:

- a. although
- b. furthermore
- c. due to**
- d. lest

10. The underlined word/phrase But could best be replaced by which of the following:

- a. And
- b. Yet**
- c. While
- d. If

11. The underlined word/phrase began could best be replaced by which of the following:

- a. start
- b. continued
- c. started**
- d. launch

12. The underlined word/phrase thriving could best be replaced by which of the following:

- a. prospering**
- b. providing
- c. trying
- d. plummeting

13. The underlined word/phrase primarily could best be replaced by which of the following:

- a. partly
- b. mainly**
- c. practically
- d. presumably

14. The underlined word/phrase backing could best be replaced by which of the following:

- a. support**
- b. backbone
- c. advice
- d. hindrance

15. The underlined word/phrase in no financial condition could best be replaced by which of the following:

- a. jobless
- b. careless
- c. fearless
- d. moneyless**

7. Listen to the passage and answer the questions that follow.

<https://news.northwestern.edu/stories/2018/september/are-you-average-reserved-self-centered-or-a-role-model/>

1. It could be inferred from the passage that understanding human personality
 - a. was never studied before
 - b. has been a focus for scientists for millennia**
 - c. is just a recent trend
 - d. is not the problem scientists are interested in

2. The scientists talking in the video have developed
 - a. 4 big data techniques
 - b. 5 big data techniques
 - c. a new version of Myers-Briggs personality types
 - d. an alternative approach to the identification of personality types**

3. Personality traits or personality dimensions include
 - a. neuroticism and extraversion
 - b. openness and agreeableness
 - c. conscientiousness
 - d. all of the above**

4. The researchers used
 - a. causal inference techniques
 - b. archival study
 - c. standard clustering algorithm**
 - d. secondary data analysis

7. The results of the study could best be summarized by which of the following:
 - a. After developing new algorithms, four clusters of personality types emerged: role models, self-centered people, average people, reserved people.**
 - b. Role models score low in neuroticism and high in all the other traits.
 - c. Reserved people are emotionally stable, but not open or neurotic; they are somewhat agreeable and conscientious.
 - d. Self-centered people score high in extraversion and below average in openness, agreeableness and conscientiousness.

Sample Exam Tests

I. Read the text and answer the questions that follow.

Silo Mentality: Definition in Business, Causes, and Solutions

By WILL KENTON Updated November 24, 2020

<https://www.investopedia.com/terms/s/silo-mentality.asp>

1. What is the main idea of the text?
 - a. Boosting and maintaining employee morale via organizing team-building activities as a platform for employees to give feedback and suggestions.
 - b. Situations where a silo mentality might actually be a good thing.
 - c. **A silo mentality, which is the unwillingness to share information between departments in a company, can reduce efficiency, damage company culture, and ultimately hurt customer experience**
 - d. The original meaning of the word "silo" refers to storage containers for grain or missiles.
2. A silo mentality can negatively impact a company's ability to deliver value to customers in which of the way(s):
 - a. lack of coordination
 - b. inefficiency
 - c. inaccurate information
 - d. **all of the above**
3. The text mentions two reasons why senior managers might contribute to a silo mentality:
 - a. the value their information has to others and its timeliness
 - b. **competition between senior managers and inability to see the value of sharing information with other departments**
 - c. hoarding information for their own benefit in competing departments and brainstorming
 - d. improved efficiency and facilitating communication
4. According to the passage, some employees might hoard information because of:
 - a. seeing the bigger picture
 - b. implementing knowledge-sharing platforms
 - c. **a narrow vision and self-interest**
 - d. cross-departmental meetings, projects, or committees where information exchange is necessary
5. Which of these does not belong to the ways of overcoming the silo mentality?
8. Fostering a culture of information sharing
9. Organizing cross-departmental activities
10. Financially rewarding the employees' alignment with company-wide goals
11. **Building a rigid hierarchy and clear division of authority**

6. The word/phrase **to share** could best be replaced by which of the following:
 a. to save b. to spend c. to develop d. **to distribute**
7. The word/phrase **reducing** could best be replaced by which of the following:
 a. **decreasing** b. revising c. improving d. increasing
8. The word/phrase **referred to** could best be replaced by which of the following:
 a. designed b. developed c. discussed d. **denoted**
9. The word/phrase **limitations** could best be replaced by which of the following:
 a. benefits b. assets c. **drawbacks** d. advantages
10. The word/phrase **No matter what** could best be replaced by which of the following:
 a. **Irrespective of** b. Considering c. And yet d. Given

III. Fill in the blanks

11. The only other hardware you need _____.
 a. and a laptop b. laptops c. a laptop d. **is a laptop**
12. Focusing on astronomical objects is harder than you might _____.
 a. **think** b. to think c. thinking d. thinks
13. The challenge again was focusing, which required trial _____.
 a. errors b. and error c. error d. to err
14. In 1912, Oskar von Miller, an electrical engineer and founder of the Deutsches Museum, _____ an idea: could you project an artificial starry sky onto a dome, as a way of demonstrating astronomical principles to the public?
 a. has b. have c. **had** d. has had
15. Today more than 4,000 planetariums are in operation _____.
 a. globes b. globe c. global d. **globally**
16. Why _____ that matter and why should you care?
 a. **does** b. is c. do d. are
17. We are interested _____ the boundaries of science.
 a. push b. **in pushing** c. at pushing d. for pushing
18. The scientific community should appreciate efforts _____ their work.
 a. **to popularize** b. popularity c. popularize d. popularizes
19. _____, CNRI maintained the registry of Digital Object Identifier (DOI) records.
 a. Initial b. Initials c. **Initially** d. Initiatives
20. It was _____ an important thing that they were doing that their lives were completely embedded in it.
 a. so b. such as c. **such** d. as such,

21. More and more professionals came to realize that networking technology would _____ important benefits.
a. to generate **b. generate** c. generating d. generates
22. And _____ promising of those approaches was to rely on the core protocols
a. **the most** b. most of c. most d. mostly
23. In our view, the contribution of these industry events to the development of today's world of computing shouldn't _____, because the connection of different kinds of computers is the advance that has transformed our lives.
a. forgetting b. are forgotten c. **be forgotten** d. to forget
24. We _____ the compelling opportunities this partnership presents.
a. excited to explore b. exciting to explore c. is excited to explore **d. are excited to explore**
25. Not once _____ he doubt our professionalism.
a. **did** b. does c. do d. doing

Listening Comprehension

Listen to the passage and answer the questions that follow.

<https://news.northwestern.edu/stories/2018/september/are-you-average-reserved-self-centered-or-a-role-model/>

1. It could be inferred from the passage that understanding human personality
 - a. was never studied before
 - b. **has been a focus of scientific research for millennia**
 - c. is just a recent trend
 - d. is not the problem scientists are interested in

2. The scientists talking in the video have developed
 - a. 4 big data techniques
 - b. 5 big data techniques
 - c. a new version of Myers-Briggs personality types
 - d. **an alternative approach to the identification of personality types**

3. Personality traits or personality dimensions include
 - a. neuroticism and extraversion
 - b. openness and agreeableness
 - c. conscientiousness
 - d. **all of the above**

4. The researchers used
 - a. causal inference techniques
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 - c. **standard clustering algorithm**
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5. The results of the study could best be summarized by which of the following:
 - a. **After developing new algorithms, four clusters of personality types emerged: role models, self-centered people, average people, reserved people.**
 - b. Role models score low in neuroticism and high in all the other traits.
 - c. Reserved people are emotionally stable, but not open or neurotic; they are somewhat agreeable and conscientious.
 - d. Self-centered people score high in extraversion and below average in openness, agreeableness and conscientiousness.

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- THESAURUS <https://www.thesaurus.com/>
- British Council: English Grammar:
<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- Learning English with Oxford <https://learningenglishwithoxford.com/>
- **David Crystal**
<https://www.youtube.com/watch?v=hGg-2MQVReQ>
<https://www.youtube.com/watch?v=qVqcoB798Is>
https://www.youtube.com/watch?v=2_q9b9YqGRY
<https://www.youtube.com/watch?v=qVqcoB798Is>
<https://www.youtube.com/watch?v=ItODnX5geCM>
- **Martin Hewings** on Academic English
<https://www.youtube.com/watch?v=29nizxc8k5k>
- **Steven Krashen**
<https://sdkrashen.com/>
<https://www.youtube.com/watch?v=Y4eExDFTSOI>
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Podcasts:

- The Engines of Our Ingenuity <https://uh.edu/engines/>
- Podcast <https://fs.blog/knowledge-project-podcast/gary-klein/>
- Soundcloud: Editage Insights <https://soundcloud.com/user-925956704>
- The English We Speak.....
<https://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>
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- Luke's ENGLISH Podcast..... <https://teacherluke.co.uk/>
- Shani Raja Podcast <https://shaniraja.com/podcast/>
- English 01, 02
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- British and American English <https://ndla.no/en/subject:1:c8d6ed8b-d376-4c7b-b73a-3a1d48c3a357/topic:59a2daf8-db7f-4f47-8160-551f9d9c582c/>
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Навчальне видання

НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ

ЦЕНТР НАУКОВИХ ДОСЛІДЖЕНЬ ТА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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

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