

Модулі

- ✓ "Загальнонародна мова та науковий дискурс: спільне і відмінне"
- ✓ "Читання наукового тексту"
- ✓ "Науково-академічне письмо"
- ✓ "Аудіювання та усне мовлення (монологічне та діалогічне)"

EXCLUSIVE HANDOUT # 1 (part 1)

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на сайті <https://olgailchenkoauthor.wordpress.com/> розміщено:

- Лекційний роздатковий матеріал (основний та додатковий) - див. *Lectures' Handouts* ...
- Статті з наукової комунікації (у т.ч. з написання аргументативних есеїв та відповідні зразки)
- Корисні джерела для вивчення та удосконалення знань з іноземних мов, зокрема англійської
- Підручник: Ільченко О.М. Англійська для науковців. *The Language of Science*: "ЕДЕЛЬВЕЙС," 2016. – 317 с.
(розділи 1-3, інші ключові матеріали, у т.ч. найновіші матеріали з додатку щодо написання та редагування наукових праць англійською мовою; далі посилання на це джерело – *IlchLangSciTextbook*)

також рекомендуємо ознайомитися з такими книгами:

- Reppen R. *Grammar and Beyond*. – Levels 1–4. – Cambridge University Press, 2012
- Находкін М.Г., Наумовець В.Г., Рябченко С.М. *Тим, хто торує свій шлях у науку*. - К: ВПЦ Київський університет, 2008
- Селігей П. *Світло і тіні наукового стилю*. - К: Києво-Могилянська академія, 2016

❖ **Dissertation DOs and DON'Ts.**

- ✓ rule number 1: **ABSOLUTELY NO PLAGIARISM!** (either *intentional* or *unintentional*)

(see, for example, my blog links above) and also: <http://usingsources.fas.harvard.edu/>

<https://www.thoughtco.com/bad-excuses-for-committing-plagiarism-1857021>

<http://tlt.psu.edu/plagiarism/student-tutorial/common-excuses/>

<https://www.plagiarismtoday.com/2016/08/03/debunking-the-accidental-plagiarism-excuse/>

<http://www.fit.edu/current/documents/plagiarism.pdf>

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342056>

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342057>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.virtualsalt.com/antiplag.htm>

- ✓ choose a do-able topic;
- ✓ relevant, preferably novel methodology, though time-tested approaches are fine, too;
- ✓ approximately 30 percent of your literature should involve recent resources, including *reliable* Internet resources (NO Wikipedia in *serious* research!)
- ✓ clear structure and language;
- ✓ no logical fallacies (master fundamentals of critical argumentation, employ critical thinking).
- ❖ “**How to Get the Article Accepted at American Anthropologist (or Anywhere)**” by Tom Boellstorff:
 - *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);
 - *avoid sweeping generalizations and other logical fallacies* (e.g., not enough evidence to support a theory)
 - *use citations effectively* (it is crucial to cite the relevant literature on the topic in the manuscript; however, 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). (see: <http://onlinelibrary.wiley.com/doi/10.1111/j.1548-1433.2008.00034.x/pdf>)

NOTE. *An argument* answers the question: **How do you know?**

An explanation answers the question: **Why is that so?**

(Mayes G.R.– Online. <http://www.csus.edu/indiv/m/mayesgr/phl4/because/part5argumentexplanation.htm>)

❖ **Classical Rhetoric and New Rhetoric. Ethos, pathos, logos. Arguments. Position of Arguments.**

Logical Fallacies (див. додатковий матеріал (на сайті) 1.1 *IlchAdditionalHandout_Logical Fallacies*.)

Steven Toulmin’s Model of Argument:

obligatory:

- Claim (thesis statement)
- Grounds (facts, evidence, data that answer the question “why?”)
- Warrant (implicit connection between the claim and the ground, or why the evidence supports the claim)

additional:

- Backing (extra proof)
 - Rebuttal/Reservation (counter-arguments and counter-examples)
 - Qualifier (linguistic devices conveying various degrees of certainty and possibility)
- (Toulmin S. *The Uses of Argument - 2nd edition, updated.* – Cambridge: Cambridge University Press, 2003)

Hermann Ebbinghaus. **Serial Position Effect: put your weakest arguments in the middle and your strongest arguments in the start and the strongest – in the end.** (Ebbinghaus H. *On memory: A contribution to experimental psychology*).

❖ **Рівні володіння іноземними мовами** (за Асоціацією Мовних Експертів ALTE (*The Association of Language Testers in Europe*) та загальноєвропейською системою оцінювання знань європейських мов, розробленою Радою Європи CEFR (*Common European Framework of Reference for Languages*))

- інтродуктивний рівень (базове володіння мовою, (користувач-початківець) (*Breakthrough* або A1),
- середній рівень (базове володіння мовою, (користувач-початківець) (*Waystage* або A2),
- рубіжний рівень (самостійне володіння мовою, незалежний користувач) (*Threshold* або B1),
- просунутий рівень (самостійне володіння мовою, незалежний користувач) (*Vantage* або B2),
- автономний рівень (вільне володіння мовою, (досвідчений користувач) (*Effective Operational Proficiency* або C1)
- компетентний рівень (вільне володіння мовою, (досвідчений користувач) (*Mastery* або C2)

B2	C1
Може розуміти основні ідеї складного тексту на конкретні і абстрактні теми, включно з технічним обговоренням тем у відповідній сфері спеціалізації. Може спілкуватися досить вільно і спонтанно, що уможливіє регулярну взаємодію з носіями мови без напруги для кожної зі сторін. Уміє продукувати чіткі детальні тексти на широке коло тем і пояснити свою точку зору на головне питання, показуючи переваги і недоліки різних підходів.	Може розуміти широкий спектр складних розлогіх текстів і розпізнати підтекст (імпліцитні значення). Може вільно і спонтанно висловлюватися без помітного пошуку засобів висловлення. Може гнучко і ефективно послуговуватися мовою для суспільних, академічних і професійних цілей. Уміє продукувати чіткі, добре організовані детальні тексти на складні теми, демонструючи контрольоване використання граматичних структур, засобів зв'язку (логічних конекторів/дискурсивних маркерів) та організації тексту.

Words' levels: (see: www.englishprofile.com)

know = have info A1

let sb know A2

you know; to get to know sb; as far as I know; as you know B1

you never know B2

know sth inside out C1

know best C2

in a way B2

by way of introduction, C1

blue (color) A1

way=method by the way A2

way=direction B1

to feel blue C1

out of the blue C2

❖ **The importance of context and collocations (common co-occurrence of words, e.g. on the Internet).**

Learn everything in context: your words, like your wardrobe, should be highly contextual. E.g., the word **get** can mean:

- | | |
|--|---|
| ✓ arrive (get home, get to work, get to the store) | ✓ obtain (get a job; get education/degree/award) |
| ✓ become (get interested; get married) | ✓ receive (get a present, get an e-mail) |
| ✓ buy (get a computer, get something for a good price) | ✓ talk directly about a subject (get straight to the point) |
| ✓ understand (get the gist) | |

Both “smart” and “wise” mean “intelligent,” but the latter word implies that the person has additional good judgment and deep perception about life. Synonyms are often used in different collocations, too. For example, we can describe either a person or an idea as “brilliant”, but only a person can be “astute”.

❖ **Varieties (BrE, AmE, CanE, AuE) and variations (Denglish; Japlish/Japanglish, Franglais, etc.) of English.**

“The American’s reply to the reporter’s question “How did you manage it” was “It was tough. I spent years training.

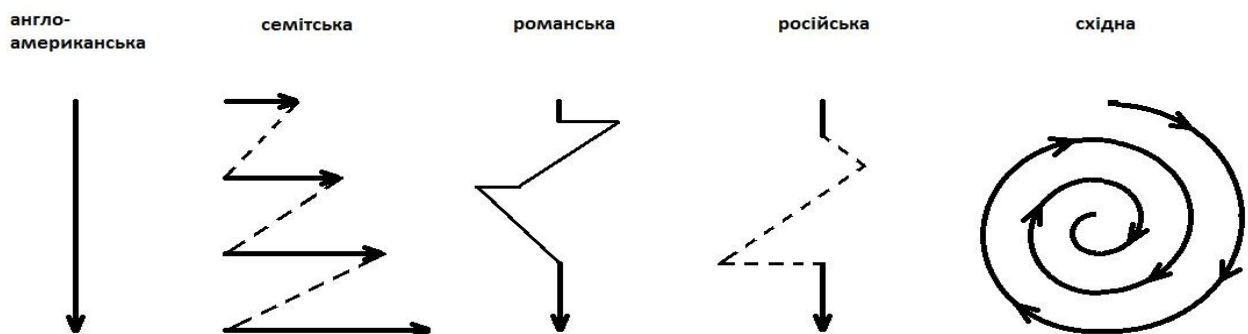
Lots of sweat... But we did it.” The Englishman’s reply: “Oh, nothing.”

(From: Darian S. *Technique in Nonfiction: The Tools of the Trade.* – Linus Learning, 2016).

See also:

http://www.economist.com/blogs/johnson/2011/05/euphemistically_speaking

❖ **R.Kaplan’s “cultural thought patterns”**



(Kaplan R.B. *Cultural thought patterns in intercultural education // Language Learning.*– 1966.– Vol. 16, №1.– P. 1-20)

❖ **J. Galtung’s “intellectual styles”**: **saxonic** (linear, encourages debate; some differences between the UK and the US versions of the saxonic style: in the UK, the ‘but’ clause will tend to be several times longer than the introductory clause, whereas the opposite might be the case in the US; overall positive, tolerant, and even humorous (US) vs. negative (UK) attitude;

gallic (“elegant” but “elitist”); **teutonic** (“dry”, overly theoretical); both gallic and teutonic styles are more “cold”, “stiff”, tend to use “correct” words; there is barely any humor); and **nipponic** (respect for authority, sense of collectivism; democratic) styles.

(Galtung J. *Struktur, Kultur und Intellektueller Stil // Das Fremde und das Eigene – Munich: Iudicium Verlag, 1985.*–P. 151-193.)

EXCLUSIVE HANDOUT # 1 (part 2)

- ❖ **Native Speaker(s) vs. Educated Native Speaker(s).**
- ❖ **Plain English, Globish** (*Global+English*) - Jean-Paul Nerriere.
- ❖ **False friends / “frenemies”** (friends+enemies) **of translation**, e.g. *actual; decade, technique; human; humane; humanities; humanitarian.*
- ❖ **Hedging.** (*both yes and no; something in-between; it depends; could possibly etc.*).
- ❖ **Paradox and Oxymoron. Enantiosemy.** (*apparently; eventually.*
There is a half-full view of the world and a half-empty view of the world. We subscribe to both. (John Carlson)
- ❖ **Neologisms** (e.g. *ungoogleable; do-able; indie; cell yell; disruptive technology/innovation ; disruptive skills; ambient findability; blockchain; bitcoin; staycation etc.*).
- ❖ **Portmanteau words** (the term was coined by Lewis Carrol in 1872). E.g.: *Globish, leadfluence; frenemy.*
- ❖ **Idioms and set phrases** (*to do research; to do one’s best; to make mistake; to be a success; top-notch; to consist of; to consist in; to make a difference; don’t get me wrong; etc.*).
- ❖ **The Language of Science (Academic, Scholarly, Scientific English) vs. General English.**

Scientific	vs.	Popular Senses
<i>to seem/to appear</i>		<i>to seem (1) to be likely or evident);</i>
<i>видаватися</i>		<i>to appear (1) to become visible; (2) to seem; to be likely or evident)</i>
<i>з’являтися</i>		<i>it seems(to me)</i>
<i>it seems /arguably очевидно</i>		<i>to argue (about/over)=quarrel; to argue for; to argue against</i>
<i>I argue/I think /I believe =to indicate, to point out</i>		<i>I guess/think я вважаю/ гадаю/думаю</i>
<i>I believe (1) я вважаю/ гадаю/думаю</i>		<i>I believe (in) я вірю (в)</i>
<i>(2) to believe (in) (вірити (в))</i>		<i>because; since (+time marker)</i>
<i>because/ since; since (+time marker)</i>		<i>to wrap up, / to make the long story short,</i>
<i>to summarize / to conclude,</i>		<i>We didn’t have any special equipment.</i>
<i>We had no special equipment.</i>		<i>They’ve answered all the questions except two.</i>
<i>They’ve answered all the questions save / except two.</i>		<i>Only time will/would tell.</i>
<i>It’s an open question.</i>		<i>to read; a read; reading</i>
<i>the device reads; device readings</i>		<i>it’s a pity</i>
<i>unfortunately, / alas,</i>		<i>to suggest</i>
<i>to suggest (1) пропонувати; (2) наводити на думку</i>		<i>*of course =sure thing</i>
<i>*of course = absolutely; ;sure</i>		
<i>*of course, =... but/however/(al)though (used to convey disagreement)</i>		
<i>From Latin: e.g., i.e., etc., Ibid, "cum laude"=“with honor; "magna cum laude"=“with great honor, ”</i>		
<i>"summa cum laude"=“with greatest honor”; valedictorian</i>		<i>(див. також IlchLangSciTextbook, p. 18)</i>

<p>“in fact,” 1) фактично; власне кажучи (“actually, ”)</p> <p>2) крім цього; на додачу (“in addition, ”/ “in addition to”)</p> <p>3) насправді (маркує наступне заперечення);</p> <p>4) а саме; тобто; себто (“namely, ”)</p> <p>5) підсумовуючи(,); у (кінцевому) підсумку (“in conclusion, ”)</p>	<p>involve v. (укр.) містити; включати (<i>перелік може бути повним або неповним</i>); охоплювати /1/; підпадати під (<i>дію</i>); бути у межах /2/; вимагати; потребувати /3/; входити (до); бути частиною /4/; чинити вплив; позначатися на; зачіпати /5/; залучати (до) /6/; захоплювати (<i>увагу</i>) /7/; вплутувати; бути вплутаним (у) /8/; огортати /9/ e.g. <i>Complex tasks <u>involve</u> a large array of sub-tasks. /1/ The problem <u>involves</u> only one department. /2/ The heart of the report – the tough analysis and recommended solutions – <u>involves</u> a group or team effort. /3/ This is almost inevitable, given all the research <u>involved</u> in a report and all the areas that can be affected by it. /4/ If it also <u>involves</u> other divisions, it should draw members from all of them. /5/ The teacher <u>involved</u> the students in a classroom discussion. /6/ The experiment <u>involved</u> me for the whole week. /7/ Are they really <u>involved</u> in recent scandal? /8/ The garden <u>was involved</u> in mist. /9/</i></p> <p>syn. 1. – see comprise</p> <p>2. *to fall within</p> <p>3. – see require</p> <p>4. *to go into /3/ 5. – see affect v.</p> <p>6. *to engage in</p> <p>7. absorb; to be immersed in</p> <p>8. implicate</p> <p>9. *to wrap up /1/; envelop Див. також додатковий роздатковий матеріал (на сайті)</p> <p>involved adj. = difficult 1.2_IchAdditionalHandout_OK</p>
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(Source: Льченко О.М. Англо-українсько-російський словник міжнародної комунікації: наука, техніка, освіта, журналістика = *International Communication: Science, Technology, Education, Journalism (English-Ukrainian-Russian Dictionary)* / за загальною редакцією Жалая В.Я. – К. : Видавниче підприємство “ЕДЕЛЬВЕЙС,” 2016

Exercise. Identify scientific and popular senses.

about

adv. (укр.) (бути) про /1/; приблизно; близько /2/; майже; практично /3/; докола; навкруг(и); кругом /4/

e.g. This book is about astronomy. /1/

The museum contains about 1 million items. /2/

This task is about done. One more is about halfway through. /3/

Look about you. /4/

syn. 1. – see **deal (with)** v. /1/; **on** /1/

2. **approximately; roughly; nearly** /1/; **around** /2/; **close to** *adv.*; **c./ca/circa** (*Lat.*); **some** /2/; ***or so; maybe** /2/; **perhaps** /2/; **probably** /2/; **possibly** /2/; **like** *adv.*, ***in round figures**

3. **almost; *next to** /2/; **nearly** /2/; **virtually; practically; *just about**

4. – see **around** /1/

***to be about to do (something)** – (укр.) збиратися щось зробити (*незабаром*)

e.g. We are about to start the experiment.

syn. 1. ***to be going to/ gonna** (*Inf.*); ***to be on the verge of**

***to be about to be said** – see ***to be on the tip of one's tongue**

***buzzed about** – see ***buzz**

to be concerned (about/with) – see **deal (with)** v. /1/

***just about** – see **about** /3/

***just about anything** – (укр.) практично/майже усе

e.g. It can convert just about anything to anything else.

***there is nothing to worry about** – (укр.) нема про що турбуватися

***to see about/to** – see ***to take care of**

***to set about** – see **start** v.

***that's about it** (*Inf.*) – (укр.) здається, це все (*з даного питання*)

***it's about time (!) / *it's high time** – see **time**

***what about... ? / *how about... ?** (*Inf.*) – (укр.) (а) як стосовно ...?

e.g. You've told us a lot about the standard library, but what about the digital one?

***what ... about** – (укр.) про що e.g. What are you talking about? (*Ibid.*)

❖ **Academic English:** cite sources, paraphrase; analyze author's' point of view; compare and contrast ideas; critically analyze ideas (identify pros, cons, pluses, minuses); summarize ideas.

❖ **Culture Flavored Words and Phrases:**

- **aggressive** ефективний, діювий;
- **challenge/challenging** (*challenging* – *needing the full use of one's abilities and effort; difficult, difficult but not impossible: складний, але цікавий/перспективний*), used **RATHER THAN** *difficulty/difficult*.
- **it depends / some say yes, others say no / both yes and no / may or may not; something in-between; a nice mixture of optimism and concern;**
- **interesting** (*important but somewhat unexpected or strange*) децю цікавий;
 - **very interesting** and its equivalents: **more interesting; the most interesting; of great interest** дуже/справді цікавий;
 - *Interestingly, ...Цікаво, що...* (ужите на початку речення як засіб привертання уваги читача)
 - ***Better still, ... = A more interesting idea...**
- **to argue** зазначати, уважати *to indicate, to point out; мати (уці) підстави вважати - to insist, be sure (of)*
 - **arguably; it seems** очевидно; імовірно;
"I argue" seems to signal claims that the speaker feels are (very) well supported, conveying more certainty than "I believe" (not to mention "I feel/think");
- **timely; high priority; present-day; hot; burning; urgent** актуальний;
- **scientific relevance / timeliness** наукова актуальність;
- **new, brand new; the latest; the newest; the recent; (most) novel, innovative; frontier; cutting-edge;**
***state of the art / *state-of-the-art** (*the phrase implies the newest or best techniques in some product or activity: сучасний; новий; новітній; новаторський*);
- **compromised** невдалий. NOTE. **second** vs. **a second** vs. **to second**

❖ **Negation in English** and Other Languages. Див. *IlchLangSciTextbook*, pp.100-101.

❖ **Modal Verbs and their Equivalents in English** and Other Languages.

Див. шкалу модальних дієслів та їхніх еквівалентів - *IlchLangSciTextbook*, p.137

❖ **A secret dilemma (and also a double-edged sword) of English:**

- Express yourself clearly (**use fewer words**, compress, edit (and even delete!) unnecessary words)
- Be polite (it takes **more words** to be polite!) *Give me...* vs. *Can I have...* e.g. Can I have some water, please?

Open the window.

Please, open the window. / Open the window, please.

Could you (possibly) open the window?

Why don't you open the window?

Help me!

Help me, please.

I wonder if you could give me a bit of help.

I was wondering if you could give me a bit of help.

Would you mind giving me a bit of help?

Exercise. Which one is more polite?

Can I open the window?

OR

Do you mind if I open the window?

EXCLUSIVE HANDOUT # 2

❖ Demystifying Reading (and Writing!)

“Are you really going to tell me textbooks have a plot? Yes. Except it may be called a theme.”
(From: Darian S. *Technique in Nonfiction: The Tools of the Trade*. – Linus Learning, 2016)

Read every day. As much as you can. It's the best way

- to expand your vocabulary,
- to improve your memory,
- to increase creativity,
- to learn grammar.

Excellent resource for reading, to start with: <http://futureofworking.com/>

More advanced stuff: <https://www.nybooks.com/> <http://blog.oup.com/> <http://spectrum.ieee.org/>

❖ Coherence and Cohesion. Old vs. New Information.

Coherence: being **clear** about the topic.

Cohesion: the grammatical and lexical **linking** within the chunks of a text.

Old vs. New Information.

- ✓ Sentences should **begin** with some “**old**” info (information already known/ introduced to the reader, **begin** a sentence with words or phrases from the **preceding** sentence).
 - ✓ Sentences should **end** with “**new**” information (that will become “old” in the forthcoming sentence).
- e.g. *This volume provides an introduction to communication science. The work defines communication, reviews its history, and provides a broad look at how communication research is conducted. It also includes chapters reviewing the most frequently addressed topics in communication science.*

Exercise. Which sentences (a) or (b) should follow this one? Mind : cohesion, coherence, old vs. new info.

I have watched a lot of action movies lately.

(a) *There are many moral issues in some of them. I liked “Star Wars.”*

(b) *Among the ones that I liked most is “Star Wars.” That’s probably because it deals with important moral issues.*

❖ Paragraphs. Logical Connectors/Transition Words/Discourse Markers/Signposting Words.

Paragraphs are often **divided by**:

- (1) a different thought pattern such as definitions or examples;
- (2) a different organizing pattern (e.g., cause & effect, sequencing, or contrast);
- (3) a change of topic;
- (4) sometimes a new paragraph simply continues the same topic, but breaks it up into more manageable chunks.

What are the **Functions of Paragraphs**? They

- (1) help with understanding, by signaling some of the changes we saw just above;
- (2) give the reader a break – literally and figuratively – to process information;
- (3) they make the page more inviting to read.

The **essential parts of the paragraph** are:

- (1) topic sentence;
- (2) supporting details (like pros and/or cons),
- (3) concluding sentence (optional);
- (4) logical connectors/discourse markers/transition words or sentence(s)

(like forecasting statements “Now let’s turn to...”, lead-ins, such as a rhetorical question, “How important is this?”).

(*div. Darian S., Ilchenko O. *Impact: Writing for Business, Technology and Science*. - Kyiv: Akadempriodyka, 2012*)

NOTE. One sentence is NOT a paragraph (avoid it in your writings!) A page should have at least three paragraphs.

Also, vary the length (of paragraphs AND sentences!)

❖ Main idea

- Find the **topic** to identify the **main idea**. Preview your text and ask yourself, “What or who is this text about?”
- Read the **first and last sentences of the paragraph**. Authors often state the **main idea** there.

It may sound as a **summary** of the other sentences in the paragraph.

- **Examples, reasons, and facts** should **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:

though / although / even though / albeit but however on the other hand yet conversely yet conversely 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, / alas,

(*div. також IlchLangSciTextbook, pp.95-97*)

When such connectors open the second sentence of a paragraph, this second sentence might be the topic sentence that states the **main idea**. For example:

Though people who talk about the “social significance” of the arts don’t like to admit it,
music and painting are bound to suffer when they are turned into mere vehicles for propaganda.
(example taken from: *Beardsley M.C. Practical Logic. - Englewood Cliffs, NJ: Prentice-Hall. – 1950*)

In a similar vein, Bill Frazer argues, that the most **common argument pattern in English** is **BPSE**:

BACKGROUND — PROBLEM — SOLUTION — EVALUATION

The signposting words like “however”, “unless” mark the **turning point between stating problem and discussing its solution**. Other typical patterns of argument are: describing a situation and evaluating it, stating a position and giving the reasons to back it up, summarizing a contrary position in order to refute it, denying something that has been said elsewhere, correcting something that has been said elsewhere, etc.

(see his online paper “*The New Rhetoric: How Discourse Analysis Can Help Translators.*”)

Sometimes the **main idea** could be **stated indirectly**, or **implied**. E.g.:

Many gifted students **flourish in their community and school environment**. **However, some** gifted children **differ** in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. **Others** do **not** share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these **difficulties**, the **school experience is one to be endured rather than celebrated**.

(Source of text: <https://www.nagc.org/resources-publications/resources/myths-about-gifted-students>)

Implied Main Idea: The idea that gifted students are happy and well-adjusted in school is a myth.

❖ **Implications and Inferences. *Figurative Language (simile; metaphor, allegory, allusion, metonymy, personification, hyperbole, litotes) – див. *IlchLangSciTextbook*, p.275.**

implication /1/ indication, hint, innuendo
/2/ involvement
/3/ conclusion, deduction

COMPARE: I forgot **mailing** the letter (*implication: I mailed it*). vs. I forgot **to mail** the letter (*implication: I didn't mail it*)
Exercise. Identify the implication: I tried **closing** the door. vs. I tried **to close** the door.

both yes and no; it depends; but that seems like a big if; may or may not (маркують застереження, ані так, ані ні)

myth міф (неправда) **yet-to-be-specified** невизначений ***an open question** не вирішене питання

a “**mistake**” так звана помилка (насправді не помилка) ***quite a few / *a host (of) багато**

to escape detection / to be below detection не бути визначеним **to be less than** не перевищувати

to be beyond the scope виходити за межі / рамки ***second to none** непересічний

***to leave room for improvement** бути небездоганим **the second vs. *a second / another** = one more

out of control некерований **out of reach** недосяжний **the kind of vs. a kind of**

I wish I could say otherwise... ***the other side of the coin / *flip side** зворотний бік медалі

to put it mildly, (маркує пом'якшену критику) ***at the same time** водночас (маркує протиставлення)

by the way; incidentally (convey digression) до речі (маркують відхилення від основної думки (дигресію))

anyway (1)/anyhow (1) / *at any rate (1)/but I digress/getting back to the point – маркують повернення до основної думки)

***at any rate (2)/anyway (2)/anyhow (2) // in any case/event // all the same** у будь-якому разі

Once perfected – technically and economically – GPS **will offer** a key to remote-control vehicles.

(*implication: if the conditions stated above are fulfilled...*).

seemingly / deceptive(ly) / seductively такий, що лише видається (it's easy VS. it's seductively easy)

It might seem/appear/be anticipated можна було б очікувати

At first glance/initially/On the surface на перший погляд/на поверхні

It is tempting//seductively easy спокусливо легко

Ideally / In the ideal situation в ідеалі

Under ideal circumstances,./In the ideal (perfect) world,./ In the best of all worlds,

but / however (if) але /

проте /однак/ одначе

in the real world / realistically

in reality / in actuality

насправді

in practice (але) на практиці

Theoretically, .../ In theory, ...

**Don't get me wrong,*

a possible conclusion (IMPLICATION: other conclusions may be drawn as well)

one/a conclusion (IMPLICATION: one of many other possible conclusions)

A deeper problem is the superficiality of the author's treatment of scientific ideas.

(IMPLICATION: several other problems are mentioned above, and they are also deep).

It's **not impossible** (IMPLICATION: it's possible)

It's **not** that they are **unaware** of this fact. (IMPLICATION: in reality, they are aware of this fact).

The liquid **boils** at this temperature. (IMPLICATION: in all cases)

The liquid **has boiled** at this temperature. (IMPLICATION: in many cases)

The liquid **boiled** at this temperature. (IMPLICATION: in that case) (див. *IlchLangSciTextbook*, pp.56-61.

❖ **Logical connectors** – базовий перелік - див. додатковий роздатковий матеріал (на сайті)

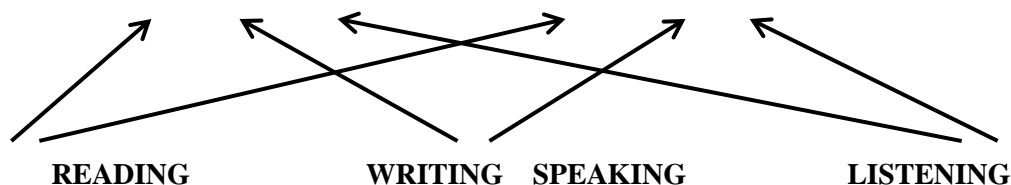
2.1 *IlchAdditionalHandout Logical Connectors*, більші докладно - див. *IlchLangSciTextbook* pp. 53-56; 89, 95-97.

EXCLUSIVE HANDOUT #3 (part 1)

❖ Secrets of Reading, Writing, Speaking and Listening

get the **gist/central idea/essence/point**
(*stated* OR *implied*) through the **clues/key words**

distinguish between **fact** and
opinion (the **point of view**)



READING

WRITING

SPEAKING

LISTENING

create a **catchy headline**
avoid vagueness, **get straight to the point**
keep subject and verb close together
minimize negation and Passive voice
“**start strong, finish strong**” (Charles Euchner)

“Your first line sells the book. Your last line sells the next book.” (Mickey Spillane)

“Good writing is clear, persuasive, and a pleasure to read. It’s what we demand from novels and newspapers when we read for enjoyment. In academic life, a good writing style will help you to communicate complex ideas and information to a readership whose judgment matters to you. Examiners, editors, and reviewers know that clear prose reflects clear thinking: they value both highly. Put simply, writing well can enhance your career.”
(University of Cambridge Library staff)

(http://www.crim.cam.ac.uk/library/pdf/books_on_writing_well.pdf)

❖ “Critical Thinking ...and the Art of Close Reading”

by Linda Elder and Richard Paul

<http://district.bluegrass.kctcs.edu/beth.healander/Critical%20Reading%20and%20the%20Art%20of%20Close%20Reading.pdf>

❖ Useful Writing Resources:

Harvard College Writing Center

<http://writingcenter.fas.harvard.edu/pages/resources>

<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

<http://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

The University of Manchester Academic Phrasebank

<http://www.phrasebank.manchester.ac.uk/>

Purdue OWL (Online Writing Lab)

<https://owl.english.purdue.edu/owl/>

University of Leicester Writing Resources

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/science>

[

❖ Editing tips OR “When in doubt, throw it out!”

- **keep subject and verb close together**

DO NOT USE:

The purpose of this paper is to address ...
It is our conclusion that...

USE:

This paper aims to address... / This paper addresses...
We conclude that ...

- **use more verbs instead of set phrases with verbs**

~~make use of~~ – use

~~we made the analysis of~~ – we analyzed

~~are in agreement with~~ - agree-

~~is an illustration~~ – illustrates

~~perform conversion~~ – convert can ~~result in reducing~~ – can reduce

~~in this paper we describe~~ – this paper describes

- **use more gerunds (it's current trend!)**

the purpose is ~~to improve and to expand~~ - improving and expanding

- **avoid double negation:**

~~not impossible~~ this is ~~not to deny~~ to admit/acknowledge

~~not unless~~ - only if ~~not without interest~~ - with interest

- **use active vs. passive voice whenever possible:**

will be equipped with - will have is used to develop - develops is engaged in providing - provides

As can be seen from table 7... - Table 7 shows **It's OK to use phrases like**

At Z, X is manufactured - Z manufactures X "it could be concluded"

recently done research - recent research "this technology is (being) widely used (today/now)"

- **rephrase complex grammar constructions:**

the approach that was used that we need more time is obvious

what I mean to say is that ... can result in reducing - can reduce

the images that represent information - representing in an alphabetical order - alphabetically

It is surprising Surprisingly,

~~There is/are~~

There are many points in this paper. - This paper has many points.

for the solution of the problem - to solve the problem / for solving the problem

- **revise lexical bundles:**

the fact that oftentimes small in size a duration of 3 days -close proximity

the materials used the results obtained

very important

really very - really **OR** very

time period - time **OR** period

as per usual

end result final outcome

in order to for the purpose of

due to the fact that - because

by means of

in the attempt to - attempting

in the event of - if

has/have the ability to - can

by using - by **OR** using

by using - with

a very large number of - numerous

from a different angle - differently

- **use -ly openers:**

But what is more serious is the fact that... More seriously, ...

If we take into account architecture, Architecturally, ...

- **eliminate "empty phrases", like "as a matter of fact", "kind of."**

❖ **Article Structure: (bA)(f)AIMRDC(a)rb**

brief abstract - foreword - abstract - introduction - method(s) - results - discussion - conclusions -
acknowledgement(s) - references- biographies

❖ **Writing Abstracts and Articles -**

Див. *IlchLangSciTextbook* pp. 38-41 (abstracts), pp. 294-297 (articles).

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~~ **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 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 a new method of information environment and functions as an independent genre of mass media.

EXCLUSIVE HANDOUT #3 (part 2)

❖ Writing Essays

TYPES OF ESSAYS

narrative	explanatory	5-paragraph argumentative	expository	argumentative analytical
<p>tell a story full of action and excitement</p> <p><i>start from the past, then return to the present moment</i></p>	<p>explain ideas</p> <p>inform</p> <p>describe (create a vivid picture)</p> <p>give examples (to illustrate the point)</p> <p><i>give the reader a balanced account of a subject,</i></p> <p><i>use neutral, objective tone</i></p>	<p>discuss advantage(s) and disadvantage(s)</p> <p>give pros and cons</p> <p>agree/disagree</p> <p>express preference</p> <p><i>convince the reader of the validity of your point of view; express your opinion; appeal to the reader's logic rather than emotion,</i></p> <p><i>clearly state your position;</i></p> <p>begin by making points that support your position, then present and refute opposing argument (or refute possible opposing arguments after each supporting argument);</p> <p>distance your own voice from the opposing argument(s)</p> <p><i>USE: On the other hand/ However,...; It has been argued that..., Several writers point out... .</i></p>	<p>explain (give cause and effect)</p> <p>categorize, classify or group together objects that have the same characteristics</p> <p>define give definitions via:</p> <p>1) simple definition (X is Y)</p> <p>2) classification (several types of X...)</p> <p>3) comparison and contrast (X is not Z)</p> <p><i>expositions contain an argument</i></p>	<p>examine and evaluate information;</p> <p>compare and contrast</p> <p><i>state the similarities between the objects or describe the first object, then move to the next one</i></p> <p>✓ <i>what</i></p> <p>✓ <i>where</i></p> <p>✓ <i>when</i></p> <p>✓ <i>why</i></p> <p>✓ <i>how</i></p>

Приблизна тематика та зразки есеїв – див. додатковий роздатковий матеріал (на сайті) – Materials from my Textbook and Lectures' Handouts + Other Useful Resources (updated regularly!)

Sample Essays' Topics

Повний список екзаменаційних тем уточнюйте у викладачів!

Див. також:

<https://olgailchenkoauthor.wordpress.com/2016/11/10/re-thinking-argumentative-essays/>

EXCLUSIVE HANDOUT #4 (part 1)

❖ Listening and Speaking Tips

- ✓ **Watch** and **listen** to **podcasts**, *TED talks*, *YouTube* videos.
- ✓ Listen to **songs** (lyrics are available online, too:). Watch movies in English. As much as you can.
- ✓ **Listening** is the key to communication. *Listening* is much more than just *hearing*.
If we do not listen well to what is being said, we can easily misinterpret the message, and we can easily be misunderstood.

Practice **active listening**:

- ask the right questions;
- rephrase/restate/re-word what the other person said;
- stay on a limited amount of topics.

❖ Effective Communication Tips:

- *always start with a smile, and watch people's eyes (maintain eye contact); remember: everyone smiles in the same language!*
- *admit it when you don't know the answer or have made a mistake;*
- *if you have to disagree with the other person, give the reason(s) first, then say you disagree;*
- *have a positive mindset (be "charmingly positive": offer a compliment, avoid criticism, be polite, avoid boring, negative topics (e.g. politics, religion, money, life choices etc.);*
- *don't complain;*
- *avoid gossip;*
- *look for common ground (core commonality): something you have in common with someone else;*
- *find inspiration, feel passionate about what you do;*
- *be curious, be confident, be successful, be honest, be genuine, have fun!*
- *learn to tell stories;*
- *always try to do your best.*

REMEMBER: Impressions are made within 30 seconds of meeting someone.

Communication requires very **finely-tuned sense of empathy** (mutual understanding) to build **rapport** (understanding, harmony) and adequate **conversational techniques**.

- ✓ *The FIRST thing people notice about your English is pronunciation. If your pronunciation is good, you'll appear to be more fluent (even if you're not). Bad pronunciation makes your English sound worse than it really is.*
- ✓ *Learn to read the emotions, and display your understanding of them: give feedback/response (зворотний зв'язок), like deep follow-up questions).*
- ✓ *Listen to your intuition (gut feelings).*
- ✓ *Conversation is about: information and entertainment.*

- ✓ Focus on **pronouncing** words, phrases and sentences properly.

Exercise: Pronounce correctly: there is; there are; as far as I know; later on; or is it; hey, folks

Who's done it? (whodunit/detective story) див.також: ***IlchLangSciTextbook***, pp. 16-17.

- ✓ **Mind:** aspiration of *p; t; k*; discriminating between *th/s; th/z; w/v*; devoicing, palatalization.

- ✓ **Minimal pairs:** *it / eat; ship / sheep; fill / feel; ice / eyes; bad / bed; they / day*

stressed "no/not"

див. також: ***IlchLangSciTextbook***, pp.22-27.

- ✓ **Several words can get connected**, and sound like one word. That's why listening is difficult, too:

"What's up?" = Wazzup?

"How are you feeling today?" = "Howrya feelin' today?"

"I'm going to have dinner." = "I'm gonna-avdinner."

"Where did you get it?" = "Wheredja getit?"

NOTE: "orange juice" is pronounced separately!

Exercise. Identify the source of humor.

"Hello, Hawaii, how are you?"

"Let me talk to Honolulu Lou." © Billy Murray

- ✓ **Talk.** Learn the art of **small talk**, chattering, **socializing**, interacting with people.
 - **Bid NO-NOs (forbidden topics):** politics, religion, money; life choices
 - **Proper etiquette and body language (good beginning and ending, personal space, no interrupting, a handshake, eye contact, NO PHONE!**
 - **Reciprocate, and rephrase people's words :**
(THAT'S A VERY POWERFUL TECHNIQUE for mutual understanding)
- e.g. - *I'm interested in...*
- *So (you said) you are interested in...*
- **If necessary, don't hesitate to say: "Can you help me?"**
 - **If rejected, don't panic;**
 - **Some "ice-breakers"** (conversation starters): weather, food, music, hobbies.

Hi/Hello, I'm/my name is And you are

That's a lovely name; are you named after someone?

Do you know what your name means?

How are you doing today?

I can't believe how cold/hot/beautiful it is today.

Nice earrings/tie/outfit/color!

Do you like animals? Which ones? Do you have any pets?

Have you seen the latest cat video?

Are you a cat person, dog person, or a bird person? What is your favorite pet? Why?

What is your middle name?

When's your birthday?

What are your hobbies? What do you like to do in your spare time? What do you like to do to relax?

Are you here with colleagues? Are you speaking at this event?

I'm tired of talking to my colleagues. I see them all the time. What are you guys talking about?

Do you enjoy sports/music/...?

What type of music do you like?

What's your favorite artist or band?

Do you play any instruments?

Alright, I've got an awesome joke for you.

Do you like reading? What type of books?

What is your favorite holiday?

What is your favorite day of the week?

What kind of food/drink is that?

What's your favorite food?

What is your favorite pizza topping?

What is your favorite ice cream flavor?

What type of movies do you like?

Do you have a favorite movie?

How many languages do you speak?

Did you go to college? What was your major?

Where are you parents from? Where did you grow up?

Oh, did you hear about... ?

What's your favorite place that you have visited?

What are you passionate about?

What's your dream job? Why?

Share what you like about your current job.

Do you have any siblings? / Do you have any brothers or sisters?

What type of phone do you have?

What was the last thing you purchased?

If you could meet anyone in history, who would it be?

Are you a saver or a spender?

What did you do this past weekend? What are your plans for this weekend?

Див. додатковий роздатковий матеріал (на сайті)

4.1 *IlchAdditionalHandout_Online Listening Comprehension Resources*

4.2 *IlchAdditionalHandout_Conversational Phrases*