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**ENGLISH FOR SPECIFIC PURPOSES. Part II:** Навчально-методичний посібник з організації аудиторної та самостійної роботи для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 053 Психологія / Укл. **О.Б.Стуліка**. – МДУ, 2020. – 63 стор.

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Навчально-методичний посібник призначено для організації аудиторної та самостійної роботи з навчання професійно-орієнтованої лексики здобувачів другого (магістерського) рівня вищої освіти за спеціальністю **053 Психологія**. Посібник складається з трьох розділів та надає базові знання з організації наукової роботи.

Рекомендовано студентам вищих навчальних закладів.

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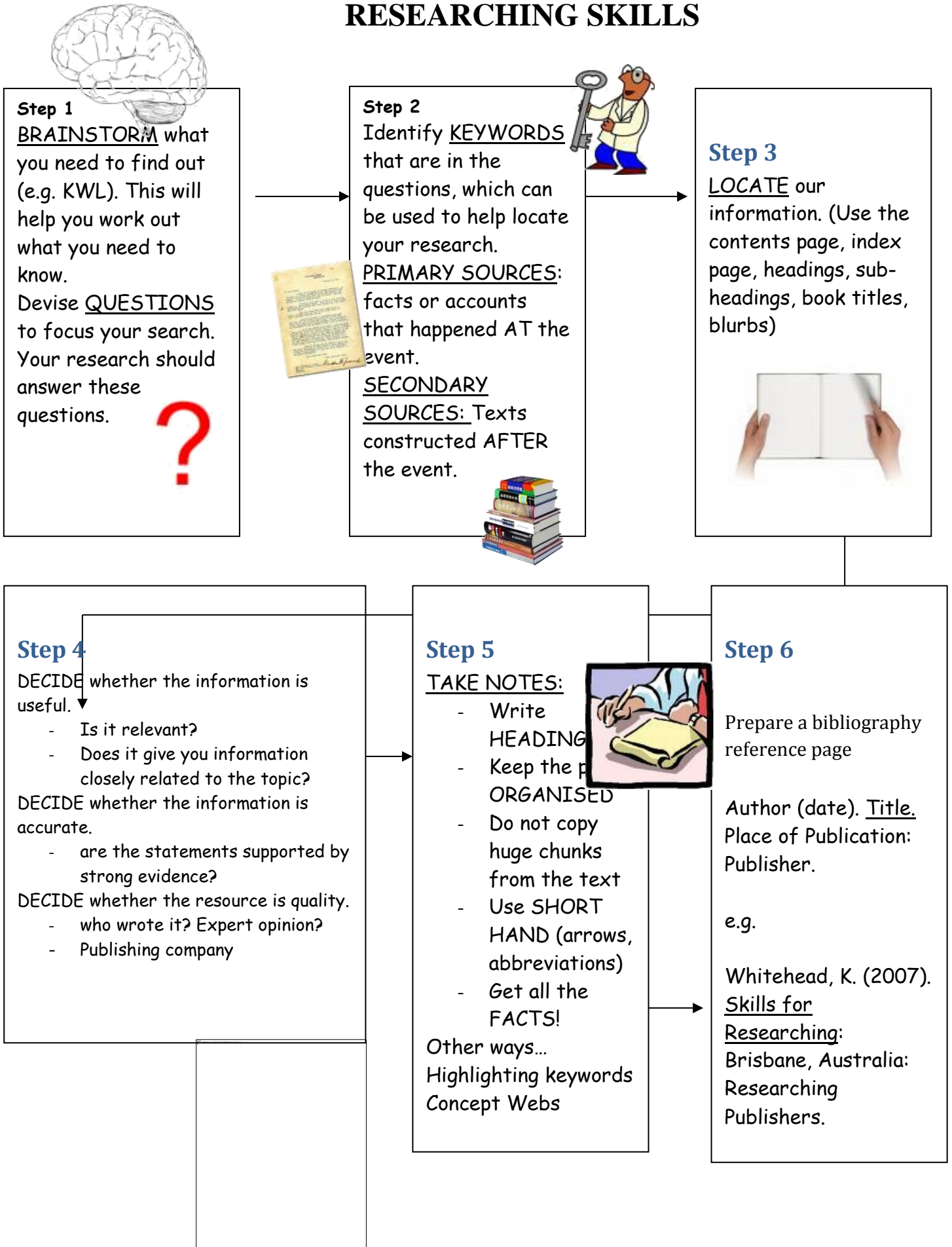
## **PREFACE**

This method guide has been written for people whose first language is not English, and who need to use English in connection to the sphere of psychology. It covers language useful for future psychologists who are planning to work in a professional sphere. There is a strong focus on the language needed to communicate on psychological topics, discuss professionally-oriented problems and plan projects. All the language in the book is intended to be accessible to intermediate level students and above.

The book contains three units which consist a number of professionally-oriented texts. The number of texts given is much greater than the number of lessons during the first year of study because the texts are of different levels of difficulty. The structure and the vocabulary are arranged by topic. There is also an index to help student find the pages. The book helps the learners to review this language regularly so that it becomes part of their active vocabulary. A good general dictionary will be very helpful, providing pronunciation guides and more contexts. The self-study work is given in the overall context thus making it possible to study according to the students' own speed and abilities.

# PART 1. USEFUL TIPS FOR BEGINNERS IN RESEARCHING

## RESEARCHING SKILLS



## 1. REVIEWING AN ARTICLE.

When working with the article, we recommend that you follow the following work plan:

- Read the articles.
- Write down the output of the article.
- Translate the title and define its nature (informational, scientific, methodical, historical).
- Identify the main idea.
- Try to break the article into logical parts.
- Determine the primary purpose and content of the separated parts.
- Write down from the article words and expressions (Avoid repeating sentences of the original!) that you think are necessary to convey the content.
- Pay particular attention to the conclusion of the article. Read it and express your attitude.
- Express your views on the issues raised or the information provided.

The following phrases may be helpful when translating an article

The title of the article is ... The article is entitled ... The headline of the article is ...	Стаття має назву... .
The author of the article is .... The article was written by ....	Автор статті...
The article was published (issued) in ...	Стаття була опублікована в ...
The main idea of the article is to ...	Головна ідея статті ...
At first the author gives some information about (informs us, describes, states ....)	Спочатку автор надає інформацію (інформує нас, описує, стверджує ...)
Then he ....	Потім він ...
Further he dwells upon (tries to convince, argues, boasts of ...)	Далі він зупиняється на (намагається переконати, хвалиться ...)

In conclusion, the author ...	На закінчення, автор ...
I think (consider, believe) ...	Я вважаю ...
There is no doubt ...	Немає сумнівів ...
In my opinion, the article is interesting (useful, amusing, instructive, boring, depressing)	На мою думку, стаття цікава (корисна, розважальна, повчальна, нудна, гнітюча).

*Work with the article given step by step:*

- Read the article.
- Define the purpose of the publication.
- Write out the key sentences from each paragraph.
- Write an abstract of the article.
- Reduce the abstract to annotation.

## **2. PREPARING A REPORT.**

a) Think about:

- principal objective - what are you trying to do: inform? convince? encourage?
- audience - who will be there? - job titles, responsibilities, needs.
- audience reaction - what will they think / feel / do as you speak; will they be
- impressed? bored? hostile?

b) Select:

- what will you talk about: topics, subject areas;
- the benefits you offer - these should match and satisfy the needs of your audience.

c) Plan:

- what will you say:
- one general benefit statement,
- 3 or 4 specific benefit statements,

- closing statement.
- d) Prepare/rehearse:
- language aids: examples, comparisons, stories, jokes.
  - visual aids: flip-charts, OHP transparencies,
  - chalk / whiteboards, handouts, slides, video.
2. Delivery:
- body language: dress, posture, gesture, eye contact, facial expression. Be relaxed,  
avoid nervous habits.
  - voice: vary volume, tempo, pitch, rhythm.
3. Handling audience questions:
- keep till the end as far as possible.
  - anticipate likely questions - especially hostile ones

### 3. WRITING A CV AND A LETTER OF APPLICATION.

In any CV (curriculum vitae) information is presented in a certain way. Study the CV given carefully paying attention to the order of dates. Write down your own one according to the pattern.

#### CURRICULUM VITAE.

<u>PERSONAL DETAILS</u> Name: Date of birth: Nationality: Address:  Telephone;	Mary Brown 25 September 1969 British 52 Hanover Street Edinburgh EH2 5LM Scotland 031 449 0237
<u>EDUCATION</u> 1991-1992:  1988-1991:  1981-1988:	London Chamber of Commerce and Industry Diploma in Public Relations  University of London BA (Honours) in Journalism and Media Studies (Class II)  Fettes College, Edinburgh A-levels in German (A), English (B), History (B) and Geography)



<p><u>PROFESSIONAL EXPERIENCE</u></p> <p>1992 to present:</p> <p>Summers of 1990 and 1991:</p> <p>Summer of 1989:</p>	<p>Scottish Wildlife Trust Department of Public Relations</p> <p>Responsible for writing articles on all aspects of the Trust's activities and ensuring their distribution to the press. Editor of the Trust's monthly journal. In charge of relations with European environmental agencies.</p> <p>Three-month training period with the Glasgow Herald. Assistant to the sports editor.</p> <p>Sales assistant in the record department of Harris Stores Ltd., Edinburgh</p>		
<p><u>INTERESTS</u></p>	<p>Sports: Cross-country skiing, rock-climbing and swimming Secretary of the local branch of «Action», an association organising summer camps for disabled children.</p>		
<p><u>ADDITIONAL SKILLS</u></p>	<p>Camp counselling certificate Grade 3 ski instructor Driver's licence (car and motorcycle) IBM PS user Fluent German and good working knowledge of French</p>		
<p><u>REFERENCES</u></p>	<table border="0"> <tr> <td data-bbox="671 1160 1098 1258"> <p>Geoffery Williams, Professor of Journalism, University of London</p> </td> <td data-bbox="1098 1160 1473 1258"> <p>Bill Denholm, Sports Editor, Glasgow Herald</p> </td> </tr> </table>	<p>Geoffery Williams, Professor of Journalism, University of London</p>	<p>Bill Denholm, Sports Editor, Glasgow Herald</p>
<p>Geoffery Williams, Professor of Journalism, University of London</p>	<p>Bill Denholm, Sports Editor, Glasgow Herald</p>		

The letter of application (also called covering letter) can be as important as the CV as it often provides the first direct contact between a candidate and an employer. If this letter is not well written and presented, it will make a poor impression. The letter of application normally contains three or more paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job (*I am writing to apply for the position of ... which was advertised last week (when) in The International Herald Tribune (where)*)
- say why are you interested in the position and relate your interests to those of the company (*It has always been my intention to work in ... I would particularly welcome the chance to work for your company. The job you are offering matches both my personal and professional interests.*)

- show what you can contribute to the job by highlighting your most relevant skills and experience (*My work experience has familiarised me with ... I am sure that this, together with my nature experience, would be extremely relevant to the position ...*)
- indicate your willingness to attend an interview (and possibly state when you would be free to attend (*I would be pleased to discuss my curriculum vitae with you in more detail at an interview. Please do not hesitate to contact me if you require further information. I look forward to hearing from you*).

A few words should be said about the graphic design of the letter and its constituent parts.

There are three main types: fully enclosed, semi-enclosed, closed.

The most optimal is a fully closed type of business letter, in which all offers start from one vertical line, each new line begins strictly under the first, without observance of "red lines". Each semantic sentence or semantic part is separated by a space.

The semi-closed type involves the use of "red lines", with the sender's address and signature being shifted to the right and considered appropriate in letters regarding significant events, as well as in letters of application to prestigious schools and companies.

A closed letter type differs from a fully closed letter only in that the date and signature are shifted to the right.

The components of the letter:

1. "heading" - data of your company, which is omitted if you write on your own;
2. date, which is put a few lines below the "heading" (it, however, is sometimes put on top);
3. The internal address, which must be indicated in the letter after the date;
4. greeting. "Dear Sir," followed by a comma or (in America) a colon;
5. the text itself;

6. signature, which includes a couple of kind words Sincerely Yours, Truly Yours, Faithfully Yours, Best Regards, your first and last name, position, and, most importantly, signature.

#### 4. HOW TO WRITE AN ESSAY.

The ability to write well-organized, concise essays is essential. The material must be presented in logical order and clear language. An essay consists of a number of paragraphs. Here are some hints on paragraph writing:

Your essay should be relevant to the set topic in both content and focus; the essay should be the result of wide reading, taking notes, sorting out information, theories and ideas, and coming to well-thought-out conclusions.

Essay paragraphs may be sorted into functional groups such as **introductory, developmental, transitional and summarising**.

In any paragraph there are **introducers** (which are sentences that establish the topic focus of the paragraph as a whole, the topic sentence in the paragraph contains a key idea); **developers** (which present examples or details of various kinds to support the ideas of the topic sentence); **transtainers and summarisers** (which logically conclude the ideas discussed in the paragraph).

Depending upon the purpose or intent of the writer, particular paragraphs may be thought of aiming to persuade, inform, argue, or excite. Paragraphs may also be classified according to such techniques of development as comparison, contrast, description, classification, generalisation, etc.

In linking paragraphs together the transitional devices may be the following:

- \* the use of a pronoun instead of the above mentioned nouns;
- \* repetition of the key word or phrase used in the preceding paragraph;
- \* the use of transitional words or phrases and connectives (*first, second, etc., next, finally, eventually, furthermore, meanwhile; because of, for; as, and since; thus, therefore, as a result, and so; at the same time, but; and (in order) to, so (that); and for, yet, nevertheless, however; whereas, while; on the other hand; in contrast, unlike; similarly, also, too, both; obviously; etc.*)

There are some restrictions upon the vocabulary:

- words and phrases labelled colloquial, familiar, vulgar, slang are inappropriate;
- abbreviations, contracted verbal forms should not be used;
- preferences should be given to concrete words rather than abstract (instead of *walk* - more specific *stroll, trot*);
- over-usage of adjectives, adverbs, cliches should be avoided;
- idioms should be used with care;
- features of academic style should be preserved (*more complex paragraphs; the approach to the material is analytical, objective, intellectual, polemical; the academic writer's tone is serious, impersonal, formal rather than conversational, personal, colloquial; the academic writer makes frequent use of passive forms of the verbs; impersonal pronouns and phrases; complex sentence structures; specialised vocabulary*);
- one must be aware that there are differences in style and usage between disciplines and topics set.

## 5. AN ANNOTATION.

The most important sources of scientific information are scientific documents that can be primary and secondary. Primary documents include monographs, collections, materials of scientific congresses, symposia, conferences, etc., textbooks and manuals, magazines, articles, newspapers and other publications. Secondary documentary sources of scientific information include annotation and abstract.

Annotation is a brief description of the content of a print or manuscript. Annotations on the content and purpose can be for reference, disclosing the subject of documents and providing selective information about it, but not giving it a critical assessment, and recommendatory, containing an assessment of the document in terms of its suitability for a certain category of readers. The coverage of the content of the annotated document and the readership is distinguished by

general annotations that characterize the document as a whole and are intended for a wide range of readers, and specialized annotations that disclose the document only in certain aspects of interest to a narrow specialist.

The annotation indicates only the essential features of the content of the document, i.e. those that make it possible to identify its scientific and practical significance and novelty, to distinguish it from others close to it in terms of subject and purpose.

When compiling the annotation, you should not retell the contents of the document. The use of complex turns, the use of personal and demonstrative pronouns should be minimized.

Composition of the annotation:

- bibliographic description;
- information about the author (academic degree, title, belonging to a scientific school, etc.); detailed information about the author is not a mandatory element of the annotation;
- the specific form of the annotated document: monograph, textbook, study guide, etc;
- subject of presentation and its main characteristics: theme, basic concepts, processes, place and time during which these processes occur, etc;
- distinctive features of the document compared with related topics and purpose: the new that the document carries, as well as the features of the presentation of the material (for example, the system of presentation of the question, statement of the problem, solution of a particular question, a new technique, generalization of data from various sources , a new assessment of the facts, a new concept or hypothesis, specific recommendations of a practical nature, etc);
- specific readership address: to whom the book (article) is addressed, an additional circle of readers, except for the main one.

## **6. ABSTRACTING AN ARTICLE (A TEXT).**

Abstract is a summary in a written form or in the form of a public report on the content of scientific work (works) on the topic. Among many types of abstracts, specialized abstracts should be singled out, in which the presentation is focused on specialists in a certain field or any specific activity and takes into account their requests.

The abstract performs the following functions:

- answers the question, what basic information is contained in the abstracted document;
- gives a description of the primary document;
- notifies of the publication and the availability of relevant primary documents;
- is a source for reference data.

The abstract does not use evidence, reasoning or historical excursions. Material is submitted in the form of a consultation or a description of the facts. Information is presented accurately, concisely, without distortion and subjective assessments. Brevity is largely achieved through the use of mainly terminological vocabulary, as well as the use of non-textual means of laconicizing the language (tables, formulas, illustrations). The volume of the abstract is within 1/8, or 10-15% of the volume of the abstracted article.

The abstract, as a rule, includes the following parts:

- bibliographic description of the primary document;
- the abstract part itself (abstract);
- help desk, i.e. additional information and notes (the number of illustrations and tables available in the document, the number of sources in the list of used literature; notes of the referent, his own opinion on the issues being monitored);

The text of the abstract is recommended to be built according to the following plan:

- the purpose and methods of research (study) or development;

- specific data on the subject of research (study) or development, its studied properties;
- temporal and spatial characteristics of the study;
- results and conclusions.

## 7. WRITING AN ABSTRACT OF RESEARCH PAPER

A successful abstract will capture your readers. In order to encourage readers to read your entire research paper, you may be asked to submit an abstract along with the paper. Your abstract is a brief summary of the essential elements of your paper. While formatting and focus can vary depending on your field of research, all abstracts contain the same basic components. All of these must be addressed for your abstract to be successful.

### *Writing Tips for a Research Paper Abstract*

A **research paper abstract** is an organized and a short summary of an in-depth discussion in any of the academic disciplines. The etymology of the word suggests that, more than just a summary, the essence of the abstracted article should be contained in the work. In this regard the statements of an abstract contain the gist of the essay topic of the dissertation, arranged in a relevant order.

### *An Abstract – main options on the subject*

The major parts of a research paper abstract are the following:

1. The statement and explanation of the purpose of the research. This section starts out by stating the objective of the research paper (in few sentences). The clarification of the objective is then addressed by enumerating the different issues surrounding that objective.

2. A definition of the methodology used in the research. A research paper may contain practical experiments, case studies or questionnaires (e.g. marketing polling) to construct the empirical and statistical foundations of its thesis. The kind and degree of usage of concise or of all methods described in the specific research paper are discussed in this section of an abstract. Remember, that there are word limits, which you should follow.

3. The next section answers the question – “whether the researcher reached his aim and got results needed”.

4. The last section draws a valid conclusion drawn from the data in the previous section and may also contain recommendations for action or further research. It is very important for potential readers because your conclusion can become the answer to the numerous questions, or even make a discovery in certain spheres.

#### Rules / Tips of Abstract writing

Remember, that sometimes key words are requested, so you should think over the main research paper and find the most suitable words that fully represent your work in right aspects.

Don't forget about abstract size limitation (sometimes the maximum requires 500 words, not more). It is important to use only firm conclusions and describe real results, obtained with different methods without blurry phrases, started with “maybe” or “we suppose”.

An Abstract seems very difficult to you? Methodological features and numerous rules together with idiomatic requirements and other regulations can become an irresistible obstacle. Deceptively shorter than the original work, abstracts also may even be more difficult to conceptualize due to the exigency of compacting thoughts into shorter sentences. If your grasp of language is not richly idiomatic, writing abstracts or any other type of essay can be difficult.

**Is it difficult to perform?** No! Learning by example is more effective than learning by theory. For your first **research paper abstract**, flattening the learning curve for writing will be advisable to give you more time to devote to the content. Assemble your ideas and decide on style preferences.

#### Instructions

1. Make sure you are clear on what type of abstract is expected for your paper. An informative abstract summarizes your entire paper, and includes the key themes and purpose of the paper. It also contains the major facts that bear on your conclusion, and a summary of your key findings. This is the most common type of



abstract. A descriptive abstract concentrates on identifying the purpose of the paper, and describes the major areas covered. For example, a descriptive abstract would be appropriate in a review paper reporting on a survey of literature in a particular field.

2. Address each of the main components in your abstract. State your hypothesis. This is what you propose to examine in your paper. Discuss why your chosen topic is important, and what problems it addresses.

3. Detail the methods or approach you used to address the topic.

4. List your key findings. This is particularly important for a scientific paper.

5. Summarize the conclusions you came to, or any possible discussions that stem from your findings.

6. Reread your abstract to ensure it covers all the necessary information. Rewrite your abstract as necessary. Edit your abstract for content, flow and readability.

### ***Tips & Warnings***

Keep your abstract short, but be sure to include all the major points. A general rule of thumb is that the abstract is no longer than a page, or no longer than 10% of the length of the full report, whichever is shorter.

- Be sure to check with your professor or mentor for any specific formatting or other requirements for your abstract.
- Do not include tables, figures or references in an abstract.

### ***Difference between an abstract and an introduction***

***Introduction*** is an entry, preliminary information, which prefaces the main text. As usual it contains small pieces of information about the main subject, and is there to intrigue the readers and make them interested in further reading. Introduction is unlimited in number of words and can be up to... many pages, even dozens of pages. Introduction promises some results or useful information, but

presents only suggestions, without revealing of all secrets. It consists of the sentence, main body and conclusion, which are usually unlimited in size.

On the contrary, **research paper abstract** consists of academic and strict information about the main subject of the work, e.g. main goals, methods, ways of gathering information, results and conclusions. And also abstract is small, up to 500 words or even less (no more than one page), so you need to make it short and very informative at the same time. An abstract usually is placed before introduction of the main text of research paper.

Thus, you can read an abstract and understand the main points of work, its features and objections, so you have the full picture of the work. While reading an introduction, you understand (generally) the sense, but don't have the whole picture – only promises and allusions. Introduction should be masterfully written to make people read the whole work afterwards.

There are more question marks in the introduction, while the abstract suggests the results.

### ***Difference between an abstract and a summary***

Talking about **Research Paper Abstract**, we should keep in mind that it is type of shortening of the main text, but it has specific features differentiating it among other types of writing works. Research paper abstract defines the main methods and directions of the whole work, describes results of its practical part, and conclusions to the whole work in a very neat form. The structure of an abstract is: concentration on problems described in main paper – methods and methodology – findings and results of the work – conclusion, all these points briefed as shortly as possible. Remember – an abstract is a brief nonfiction summary, up to 500 words (but no more than one page). As usual, abstract can be written using indirect speech (“a study represents”).

**Summary** (also known as **synopsis**) is a type of shortening, a brief that describes the main points and ideas of the text (any text, not only academic; it can be made for fiction or non-fiction writings, articles etc). Summary has the following structure: preface (title, author and type of the text) – ideas, that author

wanted to present – small conclusion. The second part of the summary consists solely of author’s ideas, described without quotations, retelling, interpretations, own opinion, written in present tense. Direct speech is forbidden, it’s better to use “author describes”, “the story is about” etc. Author’s ideas are summarized in chronological and logical order, without retelling, and represent the main points. Unlike research paper abstracts, summaries can be much larger, up to 5 pages or more (it depends). The main body of the summary shouldn’t include analysis, evaluations, etc – just description of author’s ideas. But methodology is not mentioned in the abstract.

Abstracts are widely used in academic papers, in areas of medicine and science and have the same value and copyrights, as full papers have. Abstracts are made for different magazine articles, research papers of lower level, theses, reviews and some other sources, including those requiring APA-format.

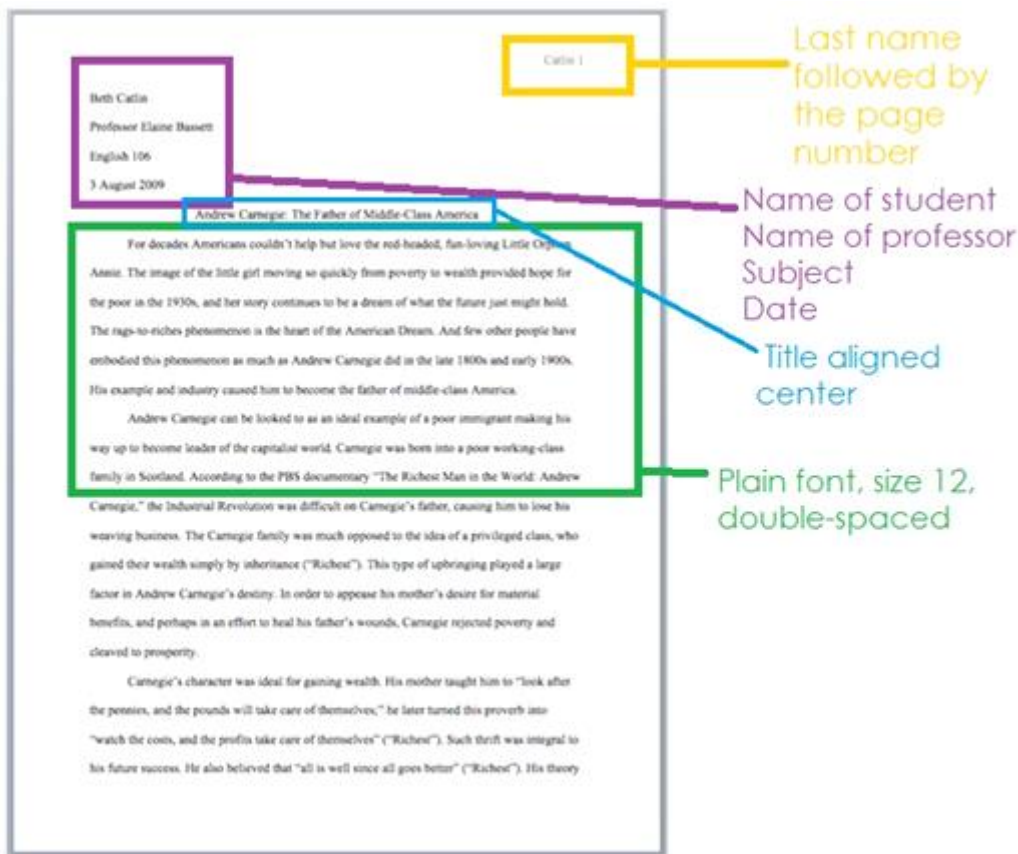
## **Different Types of Formats**

### **1. Modern Language Association (MLA) format**

#### **When to use it:**

The MLA format is often used for papers that are concerned with the arts and the humanities. Initially developed by the Modern Language Association, this format is meant to outline facts, opinions and different parts of the text in a manner that is reactive to another text—points are usually separated by sub-headers denoted by an Arabic numeral (much like in this lesson), followed by the title of the subheader.

#### **Distinct guidelines:**



The format for MLA requires a 1-inch margin on all sides, font Times New Roman (or equivalent simple texts such as Arial or Calibri), size 12, double-spaced. There is no title page in the MLA format. The upper-right hand corner should have your last name along with the page number (illustrated above).

The bibliography in the MLA format is labeled as “Works Cited” and lists down the references alphabetically, according to author. Below are the two main types of references and their MLA formats.

**a. Entire Websites**

*Specific Topic.* Name of the Website, 2010. <http://fullurl.com>. Date Accessed.

**b. Specific References**

***Specific Websites***

Writer/s. “Name of Article”. *Specific Topic.* Name of Website, Last edited date. Web. Date of access.

***Specific Books /Resources***

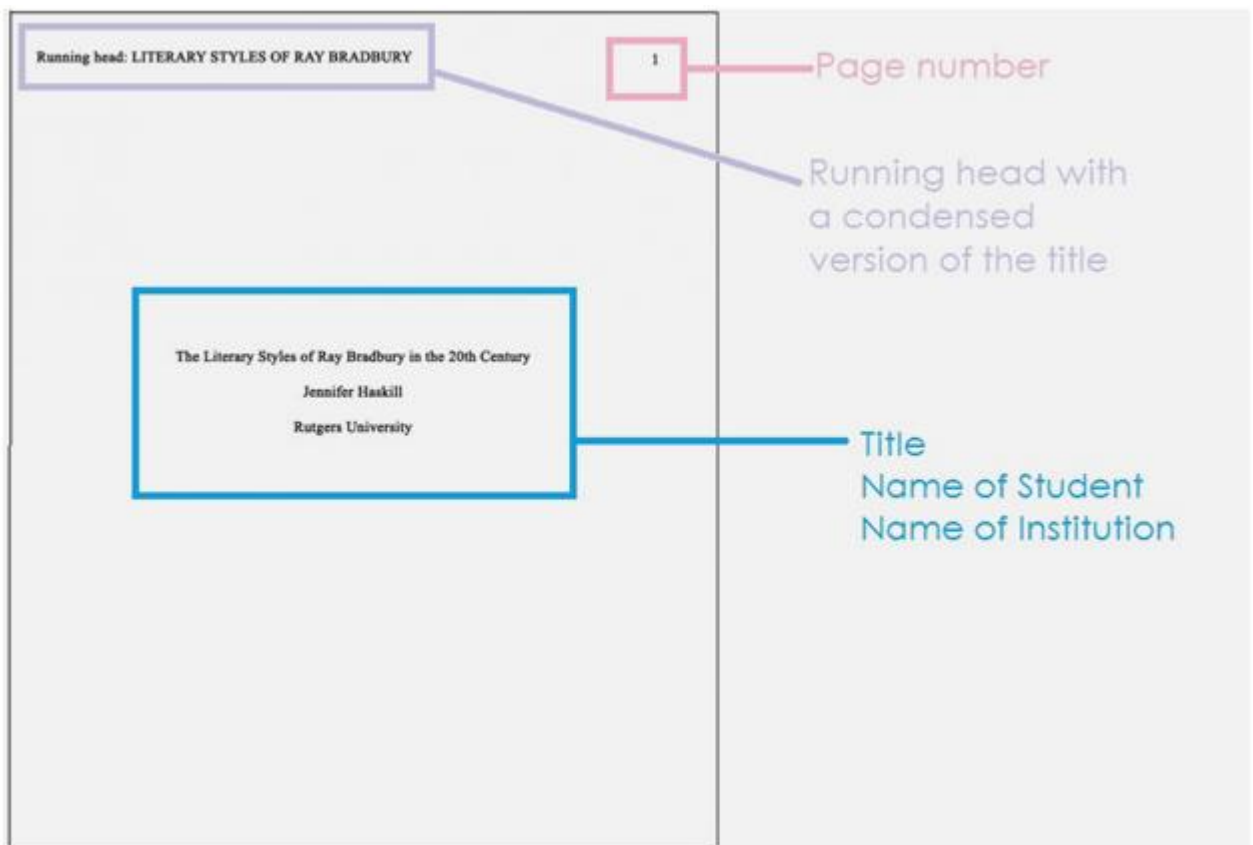
Last name, First name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

## 2. American Psychological Association (APA format)

### When to use it:

The APA format was initially formulated to help provide a reliable, uniform format for scientists and researchers. It has a lot more specifications than the MLA format and is usually used in the sciences. It makes use of footnotes and in-text citations. It's a great deal more stringent than MLA because unlike that format which is built to accommodate reactions or critiques of work, the APA format is made to argue and withstand the rigors of an influx of information which is often the case in the sciences.

### Distinct Guidelines:



The APA format features a separate title page and a *running head* which is the header throughout the paper and contains a one-line statement about what the paper is about.

Also, for papers that are at least 7 pages long, it contains a separate *abstract page*. The abstract should contain a short summary of the paper, what it aimed to achieve and what it contains—if the paper is a study (which is often the case in the sciences), it should also contain a short description about the methods which were used as well as the general findings of the paper. If the paper is shorter than 7 pages, it shouldn't contain the abstract page but should begin directly with the introduction.

APA papers aren't divided into simply enumerated sub-sections as in MLA. Instead, they're divided into clearly separated sections such as the *Introduction*, *Review of Related Literature*, *Results*, *Discussion of Data*, *Recommendations* and the *Conclusion*.

However, like the MLA format it also features font size 12, in a basic font, double-spaced with 1 inch margins on every side. Below is an example of the APA title page.

In the APA format, there are different ways to cite sources. Here it's important to cite both in-text and in the bibliography which in this case, is called the References page. Below are the common categories used for citing sources.

#### **a. Websites**

##### ***Online Journals***

Last Name, A.B. (Date of publication). Title of article. *Title of Online Periodical*, volume number (issue number if available). Retrieved from <http://www.fullurl.com/pageused/etc.html>

##### ***Other websites***

Website Name. (Year of publication). *Name of article* [Type of data file if downloadable]. Retrieved from <http://www.fullurl.com/thefile.pdf>

#### **b. Books**

Last Name, A. B. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

\**Note:* if the book has two authors, write accordingly, linked together by “and”—if more than 3 authors, use *et al* after the first author's name. Also

remember that when writing the location, write both the city name and (if available) the state’s abbreviation without periods—for example *New York, NY* or *Los Angeles, CA*.

**c. Journals**

Last Name, A. B., (Year).Title of article. *Title of Periodical*, volume number (issue number), pages.

\**Note:* if the book has two authors, write accordingly, linked together by “and”—if more than 3 authors, use *et al* after the first author’s name. Also remember that when writing the location, write both the city name and (if available) the state’s abbreviation without periods—for example *New York, NY* or *Los Angeles, CA*.

Now we’ve discussed everything that we need to know about MLA and APA, the two most widely used formats for academic papers. This will help you to write an effective essay.

**8. ABSTRACT (a short summary of a paper)**

The general directions, tasks, purpose of the research, a summary of theoretical and experimental results, general conclusions are given.

**By the content and methods of the study**

1	2	3
Annotations of scientific articles that present the results of original theoretical and / or experimental studies	Annotations of scientific articles - generalizations	Annotations of reviewing scientific articles
«Characteristics of ...»	«Prospects for ...»	«An overview of ...»
(... are examined)	(The potential for ... is examined)	(A summary/overview of... is presented)
The present paper	studies ... examines the problem of ... concentrates on analyzing ... describes ...	
This paper	presents ... deals with ... considers ... proposes a new approach to ...	
Considered here are a) ... b) ... c) ...		
In this paper we discuss ...		

The (main)	objective goal aim purpose	of this paper is to ...
An efficient method is proposed for ... The method is based on ... Aspects of ... are discussed, It is shown / demonstrated that ... Special attention / consideration is given to ... Studies of ... also indicate that ... Recommendations for ... are presented. Conclusions regarding ... are   made   arrived at. The results of   theoretical   study are presented.   experimental		
The novel theoretical model is verified by experimental results. Experimental data and analytical results are found to be in good agreement. The experimental results showed excellent agreement with theory.		
In this general paper the role of ... in ... is discussed. The extension of ... and possibilities of its practical application to ... are considered. Subject matter related to ... as well as to ... is considered.		
A review of ... essential for ... is presented. Present status and theoretical (experimental) results of ... are summarized. A bibliography of ... references is included.		

## 9. ABOUT THESIS.

A dissertation is a research work prepared for public defense and for obtaining a scientific degree of a candidate or doctor of sciences.

A dissertation for the scientific degree of a candidate of sciences must be a scientific qualification work, which contains a solution to a problem that is of relevant importance for the relevant branch of knowledge, or scientifically based technical, economic or technological developments are provided that provide solutions to important applied problems.

The dissertation may be a specially prepared manuscript, may be made in the form of a scientific report, published by a monograph.

The most common form of qualifying scientific work for an academic degree is handwritten work (meaning printed using computer technology), which sets out the relevance of the chosen topic, determines the object, subject, goal, hypothesis, research objectives, and the provisions to be defended to protect the



analysis of scientific literature and studies conducted by other authors on similar topics, describes the experimental work done personally by the author of the dissertation, and gives recommendations for the use of the results of theoretical and applied research.

The topic of the dissertation outlines the range of research work. The relevance of the research topic should be justified in terms of how it meets social needs, the interests of practice and the needs of science. The main objects can be activities, relationships and people. In the object of study, specific objects are highlighted - specific problems in the topic itself. In accordance with the theme put forward the goal and objective of the study. The purpose of the study is to create a new concept for solving a particular urgent problem. To create a concept, facts and their scientific analysis are needed. The purpose of the study determines its objectives, which, as a rule, are of three types: identifying the nature, characteristics, criteria of the process under study, the phenomenon and, on this basis, its characteristics at this stage of development; substantiation of the main ways to solve the problem; formulation of leading and corrective conditions ensuring the efficiency of the process. A hypothesis is an assumption whose truth has not yet been proven, but is probable. There are several types of hypotheses that correspond to the stages of the study (initial, descriptive, explanatory, basic and prognostic). In qualification works, as a rule, the basic or basic working hypothesis comes to the fore, which is built on the assumption that under what conditions the process of solving a particular problem will be successful.

## **10. THE ABSTRACT OF THE THESIS.**

An abstract is a summary of the main content of the dissertation by its author. Abstract performs several functions. The informational one consists in informing the reader about the basic structure of the dissertation, the relevance of the topic being developed, the subject and purpose of the study, the author's personal contribution to the development of the research problem, as well as communicating the basic information contained in the thesis. The indicative

function of the abstract is to describe the methods developed by the author, the signal function is to notify that the dissertation has been prepared and entered the dissertation council, when and where the defense will take place, according to which opponents are appointed. The abstract is a source for obtaining reference data on a scientific research, the results obtained (introductory function), and also gives an idea of the scientific potential of the author (cognitive).

In the introductory part of the abstract, the relevance of the developed problem and its significance for the science of practice is revealed, the object, subject, goal, hypothesis, research objectives are indicated: the methodological basis of the research is formulated and the methods used in the research are presented, the reliability of the materials obtained is substantiated, the scientific novelty is revealed and practical significance of the dissertation research: the provisions that are put forward for defense by the author of the dissertation research are justified: briefly o the structure of the dissertation is given.

The second part of the abstract briefly reveals the main content of the dissertation and the author's personal contribution to the problem being developed. The third part contains a bibliographic description of the author's publication on the topic of dissertation research.

### ***Theoretical and Practical Thesis Value.***

The theoretical significance of the thesis consists, as a rule, in establishing the essence of the phenomenon under study and its structure, in defining recognition criteria, in identifying the functions of a given education in a more general process, in its characterization from the standpoint of individual psychological characteristics of a person (age, social status, sphere professional activity, gender, etc), in the development of a model of the process or phenomenon under study and the establishment of its stages, features and conditions of effectiveness.

The practical significance lies, for example, in developing a system for diagnosing a phenomenon, creating an experiment program, updating the structure

of a process or phenomenon, determining the content and disclosing a system of work to solve a problem,

## **11.HOW TO PUBLISH THESIS RESULTS.**

Degree applicants should publish the main results of scientific research in print media. Published papers reflecting the main scientific results of the dissertation are also equated with published abstracts made at scientific conferences, symposia and seminars, opening diplomas, patents for inventions, etc.

Abstracts - a summary of individual ideas reflected in the dissertation and developed by the author. Abstracts should clearly and concisely, but substantively disclose the main provisions of the report or speech, while you should not get involved in complex phrases, digital materials, graphs, tables.

It is customary to reflect the most significant results of scientific research in scientific articles that reveal specific questions of the theoretical and applied work of the researcher. An article, as a rule, begins with a justification of the relevance of the topic for science and practice. Further, the scientific contribution of the scientists who were involved in the development of this problem is analyzed and the clearly argued position of the author of the article is expressed in relation to existing developments on the problem (agreement or disagreement with them) [citations should be avoided]. On the basis of the scientific positions of scientists and the experimental (theoretical) work of the author of the article, his vision of the problem being developed is stated, the novelty of his scientific approach is substantiated, patterns and trends of the process or phenomenon studied are revealed, and analysis of the data obtained during the experiment is given. The article ends with conclusions, specific practical advice and recommendations.

*Methodological recommendations* on a particular problem should contain original ways of organizing a certain type of activity; disclose new teaching methods, forms and methods of its organization; confirm the effectiveness of the proposed methods with experimental materials. The introduction indicates the intended user of the methodological development and gives a brief structural and

substantive description of the manual. The main part presents in detail the proposed methodology, ways and means of achieving the most significant results of a particular type of activity. In conclusion, conclusions are drawn on the material presented.

## 12. HOW PROPER ONLINE RESEARCH WORKS

Legitimate methods, suggested techniques, good sense, and plenty of patience

Legitimate research is called **RE-search** for a reason: patient repetition and careful filtering is what will win the day.

There are over 86 billion web pages published, and most of those pages are not worth quoting. To successfully sift it all, you must use consistent and reliable filtering methods. You will need patience to see the full breadth of writing on any single topic. And you will need your critical thinking skills to disbelieve anything until it is intelligently validated.

If you are a student, or if you are seeking serious medical, professional, or historical information, definitely need these 8 suggested steps to researching online:

### 1. Decide if the Topic Is 'Hard Research', 'Soft Research', or Both.

'Hard' and 'soft' researches have different expectations of data and proof. You should know the hard or soft nature of your topic to point your search strategy where it will yield the most reliable research results.

**'Hard research'** describes scientific and objective research, where proven facts, figures, statistics, and measurable evidence are absolutely critical. In hard research, the credibility of every resource must be able to withstand intense scrutiny.

**'Soft research'** describes topics that are more subjective, cultural, and opinion-based. Soft research sources will be less scrutinized by the readers.

**Combined soft and hard research** requires the most work, because this hybrid topic broadens your search requirements. Not only do you need to find hard

facts and figures, but you will need to debate against very strong opinions to make your case. Politics and international economy topics are the biggest examples of hybrid research.

## **2. Choose Which Online Authorities Are Suitable for Your Research Topic.**

**Hard research topics require hard facts and academically-respected evidence.** An opinion blog will not cut it; you will need to find publications by scholars, experts, and professionals with credentials. The Invisible Web will often be important for hard research. Accordingly, here are possible content areas for your hard research topic:

1. Academic journals.
2. Government publications.
3. Government authorities
4. Scientific content, sanctioned by known authorities.
5. Non-government websites that are NOT influenced by advertising and obvious sponsorship.
6. Archived news.

**Soft research topics are often about collating the opinions of respected online writers.** Many soft research authorities are not academics, but rather writers who have practical experience in their field. Soft research usually means the following sources:

1. Blogs, including personal opinion blogs and amateur writer blogs.
2. Forums and discussion sites.
3. Consumer product review sites.
4. Commercial sites that are advertising-driven.
5. Tech and computer sites.

## **3. Use Different Search Engines and Keywords**

Now comes the primary legwork: using different search engines and using 3-5 keyword combinations. Patient and constant adjusting of your keywords are key here.

1. **Firstly, start with broad initial researching.** This will give you a broad sense of what categories and related topics are out there, and give you possible directions to aim your research.
2. **Secondly, narrow and deepen your Visible Web.** Once you have experimented with combinations of 3 to 5 different keywords, these 3 search engines will deepen the results pools for your keywords.
3. **Thirdly, go beyond Google, for Deep Web searching.** Because Invisible Web pages are not spidered by Google, you'll need to be patient and use slower and more specific search engines like:
  - Scirus (for scientific searching)
  - Internet Archive (to backwards-search past current events)
  - Advanced Clusty Searching (meta searching specific parts of the Internet)
  - Surfwax (much more knowledge-focused and much less commerce-driven than Google)
4. **Bookmark and Stockpile Possible Good Content.**

While this step is simple, this is the second-slowest part of the whole process: This is where we gather all the possible ingredients into organized piles, which we sift through later. Here is the suggested routine for bookmarking pages:

1. **CTRL-Click** the interesting search engine result links. This will spawn a new tab page each time you CTRL-Click.
2. When you have 3 or 4 new tabs, quickly browse them and do an initial assessment on their credibility.
3. Bookmark any tabs you consider credible on first glance.
4. Close the tabs.
5. Repeat with the next batch of links.

This method, after about 45 minutes, will have yielded you dozens of bookmarks to sift through.

5. **Filter and Validate the Content.**

This is the slowest step of all: vetting and filtering which content is legitimate, and which is drivelous trash. If you are doing hard research, this is also the most important step of all, because your resources **MUST** withstand close examination later.

1. **Carefully consider the author/source, and the date of publication.** Is the author an authority with professional credentials, or someone who is peddling their wares and trying to sell you a book? Is the page undated, or unusually old?
2. **Be suspicious of personal web pages, and any commercial pages that have a shoddy, amateurish presentation.** Spelling errors, grammar errors, poor formatting, cheesy advertising on the side, absurd fonts, too many blinking emoticons... these are all red flags that the author is not a serious resource, and does not care about the quality of their publishing.
3. **Be suspicious of scientific or medical pages that display scientific or medical advertising.** For example: if you are researching veterinarian advice, be wary if the veterinarian web page displays blatant advertising for dog medicine or pet food. Advertising *can possibly* indicate a conflict of interest or hidden agenda behind the writer's content.
4. **Be suspicious of any ranting, overstating, overly-positive, or overly-negative commentary.** If the author insists on ranting and crying foul, or conversely seems to shower excessive praise, that could be a red flag that there is dishonesty and fraudulent motivations behind the writing.
5. **Commercial consumer websites can be good resources, but be skeptical of every comment you read.** Just because 7 people rave that Pet Food X is good for their dogs does not necessarily mean it is good for your dog. Similarly, if 5 people out of 600 complain about a particular vendor, that doesn't mean the vendor is necessarily bad. Be patient, be skeptical, and be slow to form an opinion.
6. **Use your intuition if something seems amiss with the web page.** Perhaps the author is just a little too positive, or seems a little too closed to other

opinions. Maybe the author uses profanity, name-calling, or insults to try to make his point. The formatting of the page might seem childlike and haphazard. Or you get the sense that the author is trying to sell you something. If you get any subconscious sense that there is something not quite right about the web page, then trust your intuition.

7. **Use Google 'link:' feature to see the 'backlinks' for a page.** This technique will list incoming hyperlinks from the major websites that recommend the web page of interest. These backlinks will give you an indicator how much respect the author has earned around the Internet. Simply go to google and enter 'link:www.(the web page's address)' to see the backlinks listed.

## **6. Make a Final Decision on Which Argument You Now Support.**

After spending a few hours researching, your initial opinion may have changed. Maybe you are relieved, maybe you are more afraid, maybe you've just learned something and opened your mind that much more. Whichever it is, you will need to have an informed opinion if you are about to publish a report or thesis for your professor.

**If you have a new opinion, you might have to redo your research** (or re-sift your existing research bookmarks) in order to collate facts that support your new opinion and thesis statement.

## **7. Quote and Cite the Content.**

While there is not a single universal standard for citing (acknowledging) quotes from the Internet, the Modern Language Association and American Psychological Association are two very respected citing methods:

*Here is an example MLA citation:*

*Aristotle. Poetics. Trans. S. H. Butcher. The Internet Classics Archive.*

*Web Atomic and Massachusetts Institute of Technology,*

*13 Sept. 2007. Web. 4 Nov. 2008. <<http://classics.mit.edu/>>.*

*Here is a sample APA citation:*



Bernstein, M. (2002). *10 tips on writing the living Web. A*

*List Apart: For People Who Make Websites, 149.*

Retrieved from <http://www.alistapart.com/articles/writeliving>

**Remember: DO NOT PLAGIARIZE.** You must either directly quote the author, or rewrite and summarize the content (along with appropriate citing). But to restate the author's words as your own is illegal, and will get you a failing mark on your thesis or paper.

### **8. Choose a Research-Friendly Web Browser**

Researching is repetitive and slow. You will want a tool that supports many open pages, and easily backtracks through previous pages. A good research-friendly Web browser offers:

1. Multiple tab pages open simultaneously.
2. Bookmarks/favorites that are fast and easy to manage.
3. Page history that is easy to recall.
4. Loads pages quickly for your computer's memory size.

### **9. Good Luck with Your Internet Researching!**

Yes, it's *re*-searching....the slow and repetitive method of sifting good information from the bad. It should feel slow because it's about diligence and skeptical hard questioning. But keep your attitude positive, and enjoy the discovery process. While 90% of what you read you will discard, take pleasure in how funny (and how idiotic) some internet content is, and put your CTRL-Click tabs and your bookmark/favorites to good use.

Be patient, be skeptical, be curious, and be slow to form an opinion!

[information is taken from <https://www.lifewire.com/what-is-hard-versus-soft-internet-research-2483628> ]

### **13.RECOMMENDATIONS FOR THE PREPARATION OF ANNOTATION TO THE ARTICLE IN ENGLISH**

Annotation is a source of information independent of the article. It is written after completion of work on the main text of the article. It includes a description of the main topic, problem, object, purpose of the work and its results. It indicates that the new document bears in itself in comparison with others related to the subject and purpose. The recommended volume is 150-200 words.

Annotation performs the following functions:

- allows you to determine the main content of the article, its relevance and decide whether to refer to the full text of the publication;
- provides information about the article and eliminates the need to read its full text if the article is of secondary interest to the reader;
- used in information systems, including automated ones, for searching documents and information.

Annotations should be formatted according to international standards and include the following points:

- introductory word on the research topic;
- purpose of scientific research;
- a description of the scientific and practical significance of the work;
- description of the research methodology;
- main results, conclusions of research work.
- the value of the study (what contribution this work made to the relevant field of knowledge);
- practical significance of the results of the work.

The text of the article itself should not be repeated in the abstract (you cannot take sentences from the article and transfer them to the abstract), as well as its title.

The abstract should set out the essential facts of the work, and should not contain material that is not in the article itself.

The text of the annotation should use syntactic constructions inherent in the language of scientific and technical documents, avoid complex grammatical constructions. It should be concise and clear, without unnecessary introductory words, general wording.

To translate the annotation, it is better to use an online translator (we recommend [translate.google.ru](https://translate.google.ru)), and then manually correct the received text. But, in no case should you submit an unverified translation.

Please note that if the text obtained as a result of automatic translation is very difficult to understand, it may be a sign that the annotation is written in a very complex language. Avoid overly long sentences and try to write style sentences closer to normal conversations

#### English title

In the translation of the title of the article into English, there should be no transliterations from the Russian language, except for untranslated names of proper names, devices and other objects that have their own names; also untranslatable slang, known only to Russian-speaking specialists, is not used. This also applies to copyright summaries (annotations) and keywords.

You must specify:

- surname and initials of the author;
- academic degree, title, position;
- the full name of the organization in which the author of the article works or studies;

#### *Translation of academic degrees and titles into English*

<i>Научные отрасли</i>	<i>Branches of science</i>
кандидат біологічних наук	Candidate of biological sciences
кандидат ветеринарних наук	Candidate of veterinary sciences
кандидат історичних наук	Candidate of historical sciences
кандидат культурології	Candidate of culturology
кандидат медичних наук	Candidate of medical sciences
кандидат педагогічних наук	Candidate of pedagogic sciences

кандидат психологічних наук	Candidate of psychological sciences
кандидат сільськогосподарських наук	Candidate of agricultural sciences
кандидат соціологічних наук	Candidate of sociological sciences
кандидат технічних наук	Candidate of technical sciences
кандидат фармацевтичних наук	Candidate of pharmaceutical sciences
кандидат фізико-математичних наук	Candidate of physico-mathematical sciences
кандидат філологічних наук	Candidate of philological sciences
кандидат філософських наук	Candidate of philosophical sciences
кандидат хімічних наук	Candidate of chemical sciences
кандидат економічних наук	Candidate of economic sciences
кандидат юридичних наук	Candidate of juridical sciences
кандидат політичних наук	Candidate of political sciences
Здобувач	Degree-seeking student
аспірант	Post-graduate student

When translating a Doctor of Science degree, we replace the word Candidate with the word Doctor.

Академік	Academician
професор	Professor
доцент	Assistant Professor
старший викладач	Senior lecturer
асистент	Lecturer
будь-який науковий співробітник	Researcher
завідуючий лабораторією	Head of (the) laboratory (of...)
завідувач відділом, кафедрою	Head of (the) chair (of...)
старший науковий співробітник	Senior Researcher
провідний науковий співробітник	Leading Researcher

***Основные штампы (key-patterns) аннотаций на английском и русском языках***

1. The article (paper, book, etc.) deals with... - Эта статья (работа, книга и т.д.) касается...
2. As the title implies the article describes.... - Согласно названию, в статье описывается...
3. It is specially noted... - Особенно отмечается...
4. A mention should be made... - Упоминается...
5. It is spoken in detail... - Подробно описывается...
6. It is reported... - Сообщается...
8. The text gives a valuable information on.... - Текст дает ценную информацию...
9. Much attention is given to... - Большое внимание уделяется...
10. The article is of great help to ... - Эта статья окажет большую помощь...
11. The article is of interest to... - Эта статья представляет интерес для...
12. It (the article) gives a detailed analysis of .... - 12. Она (статья) дает детальный анализ...
13. It draws our attention to... - Она (статья) привлекает наше внимание к...
14. The difference between the terms...and...should be stressed - Следует подчеркнуть различие между терминами ...и...
15. It should be stressed (emphasized) that... - Следует подчеркнуть, что...
16. ...is proposed - Предлагается...
17. ...are examined - Проверяются (рассматриваются)
18. ...are discussed - Обсуждаются...
19. An option permits... - Выбор позволяет...
20. The method proposed ... etc. - Предлагаемый метод... и т.д.
21. It is described in short ... - Кратко описывается ...
22. It is introduced .... - Вводится ...
23. It is shown that .... - Показано, что ...

24. It is given ... - Дается (предлагается) ...
25. It is dealt with .... - Рассматривается ...
26. It is provided for ... - Обеспечивается ...
27. It is designed for .... - Предназначен для ...
28. It is examined, investigated ... - Исследуется ...
29. It is analyzed ... - Анализируется ...
30. It is formulated .... - Формулируется ...
31. Attention is drawn to... - Обращается внимание на ...
33. Data are given about... - Приведены данные о ...
34. Attempts are made to analyze, formulate ... - Делаются попытки проанализировать, сформулировать ...
35. Conclusions are drawn.... - Делаются выводы ...
36. Recommendations are given ... - Даны рекомендации ...

## PART 2. HELPFUL HINTS FOR SCIENTIFIC COMMUNICATION

### UNIVERSITY BENEFITS

1. Read the patterns. Using them express the objective of attending English classes.

I've come to ... to discuss the point of ...	Я приїхав в ..., щоб обговорити питання про ...
What can I do for you?	Чим можу бути корисний?
What shall we start with (today)?	З чого ми почнемо (сьогодні)?
I think we can (shall) start with ...	Я думаю, ми почнемо з ...
The point (The matter/ The fact) is that ...	Справа в тому що ...
Let's go down to the business.	Давайте приступимо до справи.
Let's go on to the point of ...	Перейдемо до питання про ...
Let's speak to the point.	Давайте говорити по суті
I'd like to clear up the point of ...	Мені хотілося б з'ясувати питання про ...
We are having trouble (difficulty) with ... and we'd like ...	У нас труднощі з ... і ми хотіли б ...
First comes ...	Перш за все потрібно обговорити ...
Let's resume the discussion(s)	Давайте відновимо обговорення

2. Compose a dialogue using the patterns.

3. Think over a short report about University Benefits (in Ukraine). Represent it to the audience.

4. Translate the sentences adding personal information.

Я закінчив (назва вищого навчального закладу) в (рік закінчення). Відповідно до моєї спеціалізації, я (психолог). Мені подобалося (було цікаво, байдуже) вчитися. Навчання в інституті збагатило мої теоретичні пізнання (чого?) Велика увага приділялася ... У мене тверді / ґрунтовні знання (чого?); слабке / неясне розуміння (чого?) Навчання в університеті розширило мої знання, досвід і компетенцію в питаннях ... Можна прийняти відповідність

теоретичних знань і практичного досвіду. Досвід практичної роботи ознайомив мене з проблемами (чого?) Я повністю обізнаний про колі моїх обов'язків як фахівця. Я вільно розмовляю .... / У мене хороші робочі знання (чого?) Я отримав додаткові навички (мови, посвідчення секретаря, водійські права, посвідчення оператора ЕОМ)

## PERSONAL QUALITIES AND PROFESSIONAL SKILLS.

### *1. Read the patterns. Using them compose a dialogue.*

I wonder if I (we) can ...	Цікаво, чи можна ...
We've left out one point	Ми упустили одне питання
I'd (We'd) like to clear up one more point	Хотілося б з'ясувати одне питання
Now comes the next point	А тепер наступне питання
What (How) about...?	А як щодо ...?
Let's get on (pass on) to ...	Давайте перейдемо до питання про .....
By the way we'd like to see (to look) at ...	Між іншим, ми хотіли б подивитися ...
Is there anything else you'd like to take up?	Ви ще що-небудь хочете обговорити?
In the first place (First)..., in the second place (then)...	По-перше / по-друге,
On the one hand...., on the other hand ...	З одного боку з іншого боку ...

### *2. Read the words below. Which of them are personal qualities (birth given) and which are professional skills (experience obtained)?*

Vision (проницательность, дальновидность),

judgement (рассудительность),

energy (энергия),

determination (решительность, решимость),

consistency (последовательность, постоянство),

fairness (справедливость),



observation (наблюдательность),  
confidence (уверенность),  
communicational skills (навыки общения),  
effort (усилие),  
friendliness (дружелюбие),  
self-respect (самоуважение),  
self-awareness (самоанализ),  
directness (непосредственность),  
sociability (общительность),  
organising ability (организаторские способности),  
ruthlessness (жесткость),  
diplomacy (дипломатичность),  
reliability (надежность),  
emotional (physical) stamina (эмоциональная (физическая) выносливость),  
maturity (зрелость),  
sense of humour (чувство юмора),  
flexibility (гибкость) .

### ***3. Translate into English***

1. Бути проникливим - означає планувати, ставити цілі, забезпечувати усвідомлення стратегії.
2. Успіх діяльності не залежить від швидких рішень, необхідно ретельно збирати інформацію і вислуховувати різні думки перед тим, як дійти певних висновків.
3. Зусилля, енергія і витривалість необхідні для досягнення поставлених цілей, що є процесом, який виснажує людину фізично, розумово і емоційно.
4. Рішучість - це здатність оговтатися від розчарувань і продовжувати вирішення питань, пов'язаних з виношеною ідеєю.

5. Здібність вести за собою в значний мірою залежить від передбачуваних позицій, філософських підходів до життя, вірності принципам і певних методів прийняття рішень.
6. Спостережливість передбачає здатність слухати, спостерігати, пам'ятати особливості характеру колег, їх позиції і турботи.
7. Впевненість - це здатність приховати свою невпевненість або боязкість.
8. Навички спілкування і товариськість необхідні для того, щоб чітко і недвозначно представляти свої рішення, щоб працювати рука об руку з іншими і допомагати їм в творчій діяльності.
9. Громадські інтереси повинні стояти вище особистих, при цьому, в разі необхідності, важливо діяти швидко і жорстко, дозволяючи протиріччя між вимогами і залишеної завдання і наявними в розпорядженні засобами.
10. Дружелюбність і безпосередність характеризують людину, яка охоче йде назустріч іншим, гуманну, зацікавлену в колегах, ту, хто говорить просто, правдиво, відповідною до випадку мовою.
11. Самоповага і самоаналіз припускають здатність подивитися на себе об'єктивно і аналізувати допущені помилки.

**4. Write down a composition: «Personal Qualities and Professional Skills Needed in the Field of My Specialisation».**

## **JOB RESPONSIBILITIES: ADVANTAGES AND DISADVANTAGES**

**1. Read the patterns. Using them compose a dialogue.**

I (We) quite agree with you / I couldn't agree more / I agree entirely	Повністю з вами згоден (згодні)
I fully agree with your point of view	Згоден з вашою точкою зору
That's just what I was thinking / You know, that's exactly what I think	Я думаю так само
You are quite right / Quite right you are	Ви абсолютно праві
You are right in a way / You are right to	Ви маєте рацію в деякій мірі

some extent	
Yes, that's quite true, but ...	Абсолютно вірно, але ...
I'm not sure I quite agree ...	Не впевнений, що я повністю згоден ...
Well, you have a point there, but...	Я розумію вас, але ...
Perhaps, but don't you think that ...	Можливо, але не думаєте Ви ...
I see, what you mean, but ...	Я розумію, що Ви маєте на увазі, але ...
I can't agree with you there	Я не можу погодитися з вами
You can't be serious!	по цьому питанню
Come off it!	Ви серйозно?

**2. Look through the words and expressions. Which of them can describe advantages / disadvantages of any occupation?**

- Involves meeting a lot of people (включает встречи с людьми),
- gives an opportunity to enlarge the number of acquaintances (даєть можливість познакоми́тися с більшим кількіством людей),
- enriches knowledge (обогащаєт знання),
- prevents from getting new knowledge (препятствует получению новых знаний),
- is considered to be a routine (считается обыденной),
- requires working at night (требует работы по ночам),
- is monotonous (монотонная),
- is tiresome (утомительная),
- gives a chance to make fortune (даєть можливість зробити состояние),
- is well paid (хорошо оплачивается),
- is poor paid (плохо оплачивается),
- full of events (полна событий),
- implies career opportunities (подразумеваєть можливість зробити кар'єру),
- encourages personal initiative (поощряєть ініціативу),

- is supported with material incentives (поддержкой служат материальные стимулы),
- satisfies one's needs (удовлетворяет запросы),
- discourages intentions (обескураживает намерения),
- matches one's expectations (соответствует ожиданиям),
- suppresses personality (подавляет личность),
- is said to be prospective (о ней говорят как о перспективной),
- brings prosperity (приносит благополучие),
- leads to success (ведет к успеху),
- demands many reports (требует отчетности),
- leaves little free time (оставляет мало свободного времени),
- enlarges mental outlook (расширяет кругозор).

### ***3. Prepare a report «Advantages and Disadvantages of My Occupation »***

## **THE STRUCTURE OF THE UNIVERSITY I STUDY AT.**

### ***1. Read the patterns. Using them compose a dialogue***

If you ask me	Я вважаю ...
I think that ...	Я думаю що ...
I'd say that ...	Я б сказав ...
The point is ...	Справа в тому, ...
Wouldn't you say that ...	Чи не хочете Ви сказати, що ...
Don't you agree that ..	Ви згодні, що ...
As I see it ..	Я гадаю ...
I'd just like to say that I think that ...	Мені б хотілося сказати, що ...
Well, you see ..	Добре, справа в тому ....
The reason is ...	Причина в тому ...
Well, the thing is ...	Справа в тому ...
My reason for asking is this ..	Я запитую тому, що ...
It's because ..	Це тому що ...
It's rather complicated but you see ..	Це досить складно, але справа в тому
... and that's why I'd like to ...	... і тому мені б хотілося ...

... and that's my reason for asking if I can	... тому я і питаю, чи можу я ...
I sometimes think that ...	Я іноді думаю, що ...
Well, I've heard that ...	Я чув що ...
Would you agree that ...	Погодьтеся, що ...
Do you think it's right to say that ...	Ви вважаєте правомірним, що ...
I didn't quite follow what you were saying about ...	Я не зовсім зрозумів, про що ви говорили ...
I don't quite see what you mean, I'm afraid.	Боюся, я не розумію, що Ви маєте на увазі.
I don't quite see what you are getting at.	Я не зовсім розумію, до чого Ви ведете ...
That's not quite what I meant ...	Це не зовсім те, що я мав на увазі.
Sorry, let me explain.	Вибачте, дозвольте мені пояснити.

**2. Try to find good translations for the words and expressions below:**

<b>Administration</b>	<b>Structure</b>
dean	college (college of Arts and Sciences)
assistant dean	school (school of Education)
department chairman	evening school
President of the University	grad school
academic vice-president	summer school
student government	college of continuing education
board of trustees	department
career development and job replacement office	

**3. Write down a composition «The Structure of the University I Study at»**

**MY SCIENTIFIC WORK: INITIATION OF THE SCIENTIFIC RESEARCH.**

**1. Complete the report with personal information:**

This scientific research reflects the final result of a year-and-a-half research project. The project was initiated in (*September 2019*) under the supervision of (*Prof. Ivanov*) in the framework of the research programme within the Department of (*Practical psychology*) of (*Mariupol State University*). The research project's

point of departure was given by its first working title « .... ». Considering the title, two comments are called for. A first comment concerns the choice of such a specific group of ..... In this study we will deal only with ... . And secondly, the research project deals to .....

**2. Answer the questions:**

1. What is the title of your scientific research?
2. Is it a working title?
3. When was the project initiated?
4. Who is the scientific supervisor of the thesis? (Under whose supervision is the research being done?)
5. Does your study go in the framework of some research programme?
6. Does the currently modest extent of the problem of the thesis constitute ample evidence for the need of research? Why?
7. Will theoretical investigation influence practical experience in the sphere of your specialisation?

**3. Write down some notes on the problem of the study.**

**SCIENTIFIC RESEARCH NECESSITY.**

**4. Consult the dictionary to find suitable English equivalents for the following words and expressions:**

актуальність, методологія, методологічні основи, гіпотеза, мета дисертаційного дослідження, завдання дослідження.

**5. Continue the sentences according to the thesis of your own:**

1. Проблема ... є актуальною для суспільства, так як ...
2. Проблема ... є актуальною з теоретичної точки зору, так як ...
3. Проблема ... є актуальною для практики, так як ...

4. Все зростаюча значущість проблеми ..., практична затребуваність з боку ... і нерозробленість її в науці зумовили тему нашого дослідження і його проблему: (які змісту і умови ..., що визначають специфіку процесу ...)
5. Об'єктом дослідження був (процес ...)
6. Предмет дослідження був (шляху його реалізації на основі ...)
7. Мета дослідження: (визначити особливості процесу ...)
8. Гіпотеза дослідження: (оскільки ..., то це дозволяє припустити, що ....)
9. Завдання дослідження:
  - (визначити сутність, структуру і дати характеристику процесу ...)
  - (виявить зміст, засоби і способи оптимального ...)
  - (розкрити умови, що сприяють високій ефективності цього процесу)
10. Методологічною основою дослідження виступають (теорії).

### **SCIENTIFIC RESEARCH STRUCTURE.**

*6. Read the expressions given in the first column. Find a suitable Russian equivalent for every expression of the first column in the second one.*

The first research efforts, which finally resulted (results, will result) in Chapter ..., were (are) directed towards the description of the content, concept and scope of ...	На наступному етапі буде детально описано як історичний розвиток проблеми, так і її стан на сьогоднішній день.
The derived concept of a potentially dynamic character of ... will serve thereby as the ultimate frame of reference.	... представляє особливий випадок, чому була (зараз, буде) присвячена окрема глава.
The next step would be to describe in detail both historical evolution and current state of ...	Беручи до уваги доведена відсутність ..., була (буде) зроблена обережна спроба сформулювати деякі рекомендації і запропонувати плани на майбутнє.
To arrive at such a surveyable description, the ... was (is, will be)	Глава ..., відповідно, присвячена загальному історичному розвитку ...

divided into ... categories.	по відношенню до ...
Accordingly, Chapter ... deals in detail with the general historic evolution of ... with regard to ...	Перші дослідні кроки, які в кінцевому підсумку лягли (лягають, ляжуть) в основу Глави ..., (були) присвячені опису змісту, концепції і завдань дослідження ...
... constituted (constitutes, will constitute) a special case, to which a separate chapter, Chapter ..., is devoted.	Щоб домогтися такого оглядового опису, було (зараз, буде) необхідно розділити ... на дві категорії.
In the concluding chapter ... will be evaluated.	У Висновках буде оцінений ...
Bearing in mind the established deficiencies of ..., a cautious attempt to formulate some recommendations and future prospects was (will be) undertaken.	Розроблена концепція проблеми, що має імовірно розвивається характер, буде служити, таким чином, основним пунктом посилань / відправною точкою дослідження.

### ***7. Answer the questions:***

1. What are the first research attempts directed to?
2. Will the derived concept serve as an ultimate frame of reference?
3. Have you already analysed the historical evolution of the problem?
4. The next step will be to describe in detail the current state of the problem, won't it?
5. Does any problem constitute a special case?
6. Will a separate chapter be devoted to that special case?
7. What will be evaluated in the concluding chapter?
8. Is it necessary to formulate some recommendations bearing in mind the established deficiencies?
9. Have you already thought of some future prospects based on the results of the Thesis?



## RESULTS OF THE RESEARCH.

*8. Read the sentences below. Which sentences are more suitable for the concluding chapter?*

The previously described historical evolution of the question clearly shows that...	Більш детальний опис особливого змісту .. ляже в основу Глави ...
Now we'll investigate...	... та таким чином можна порівняти ...
A more detailed description of the specific contents of ... will form Chapter..	Попередній опис історичного розвитку проблеми ясно показує, що ...
In respect of ... we undertake an attempt to create some experimental model..	Загальне враження від проблеми, яка висунулася на перший план після теоретичного дослідження, було посилено знахідками (результатами експериментальної роботи) Глави ...
The overall impression of the question which came to the fore after theoretical investigation ... has indeed been strengthened by the findings of Chapter ...	На закінчення, беручи до уваги встановлені недоліки (недосконаlostі) ....., будуть зроблені спроби сформулювати рекомендації.
In this Chapter we will first deal with the crucial observation of ...	Наступним кроком в оцінці .. буде опис основних причин ...
... that will therefore be compared with ...	Відносно ... ми зробимо спробу створити модель експерименту.
The next step in evaluation will then be an inquiry into the underlying reasons for ...	У цій Главі ми проведемо критичний огляд ..., який потім буде зрівняний з ...
And to conclude, bearing in mind the established deficiencies of the current state of ..., a cautious attempt to formulate some recommendations will be undertaken...	Тепер ми досліджуємо ...

**9. Answer the questions:**

1. What does historical evolution of the problem show?
2. Will you investigate the problem only from the theoretical point of view or with the help of experiment too?
3. Will you use some widely-spread experimental model?
4. Will you compare the results of the experiment with some other data?
5. You will make crucial observation of the Thesis in the concluding chapter, won't you?
6. Will you inquiry some underlying reasons for the results obtained?
7. Do you think there are many deficiencies of the problem?
8. What will you do after some deficiencies have been established?

**PERSONAL CONTRIBUTION TO THE R\RESEARCH.**

**10. Read and translate the given words and expressions:**

Theoretical (practical) value of the thesis, the qualification of essence of the under study phenomena and its structure, the determination of criteria of the recognition, revealing the functions of a given formation in more general process, individually-psychological particularities of the personality (age, social status, sphere of professional activity, gender), the development of the models of the under study process or phenomena, qualification of its stages, peculiarities and terms of efficiency, developing of a diagnostic system of the phenomena, making a program of experiment, renovation of the structure of the process or phenomena, determination of the contents of the process, creating the system of work on solving the supplied problem.

**11. Write down a mini-composition «Theoretical and Practical Thesis Results».**

## **PART 3. FRUITFUL ASSIGNMENTS**

**Exercise 1. Render the following passage into Ukrainian.**

### **HOW TO SPEAK IN PUBLIC**

#### **Be prepared**

- ✓ Find out why you are there, what is expected of you, how much time you have.
- ✓ Note down the points you want to make. Don't try to memorize a whole speech — key words on index cards are often useful.
- ✓ Check and double-check technical equipment (microphones, slide projectors, visual presenters etc.). Make sure you know where the power switch is.

#### **What you say**

- ✓ Say what you need to say as clearly as possible. Repeat key phrases/points at the end.
- ✓ Any new information you can incorporate into your speech such as recent statistics, will help to keep your audience interested. However, be careful not to base your whole talk on statistics and/or background information. Tell them something they don't already know. At the end of your talk ask if there are any questions. You can be sure that if you speak effectively, people will remember you.

#### **Coping with nerves**

- ✓ Take a couple of deep breaths before starting. Think of professional achievements you are proud of and keep it at the back of your mind.
- ✓ Speak clearly and smile. Keep your body relaxed and use controlled gestures and pauses for emphasis.

## **Exercise 2. Render the following passage into Ukrainian**

### **PH.D. IN PSYCHOLOGY**

Earning a Ph.D. in Psychology can open up a whole new world of career opportunities, but is it the best choice for you? Learn more about the Ph.D. psychology degree as well as a few alternative graduate options that might also want to consider.

#### **What Is a Ph.D. in Psychology?**

A Ph.D., or Doctor of Philosophy, is one of the highest level degrees you can earn in the field of psychology. If you are considering pursuing a graduate degree, you might be wondering how long it takes to earn a Ph.D. in Psychology. Generally, a bachelor's degree takes four years of study. While a master's degree requires an addition two to three years of study beyond the bachelors, a doctorate degree can take between four to six years of additional graduate study after earning a bachelors degree.

Recently, a relatively new degree option known as the Psy.D., or Doctor of Psychology, has started to grow in popularity as an alternative to the Ph.D. The type of degree you decide to pursue depends on a variety of factors including your own interests and career aspirations.

#### **What Can You Do With a Ph.D. in Psychology?**

A doctorate degree in psychology is required if you want to open your own private practice. In most cases you will need this level of degree if you want to teach and conduct research at the college or university level. While there are some opportunities available for people with a masters degree in various specialty fields, such as industrial-organizational and health psychology, those with a doctorate-level degree will generally find higher pay, greater job demand and more opportunity for growth.

#### **How to Earn a Ph.D. in Psychology**

In order to earn a Ph.D. in Psychology, you need to first begin by earning a bachelor's degree. While earning your undergraduate degree in psychology can be

helpful, students with bachelor's degrees in other subjects can also apply to psychology Ph.D. programs. Some students may also earn a master's degree in psychology, but many doctorate programs do not require it.

After you've been admitted to a graduate program, it generally takes at least four years to earn a Ph.D. and another year to complete an internship. Once these requirements have been fulfilled, students can take state and national exams to become licensed to practice psychology in the state where they wish to work.

### **Which Specialty Area Should You Choose?**

Once you enter the graduate level of psychology, you will need to choose an area of specialization such as clinical psychology, counseling psychology, health psychology or cognitive psychology. The American Psychological Association accredits graduate programs in three areas: clinical, counseling and school psychology. If you are interested in going into one of these specialty areas, it is important to choose a school that has received accreditation through the APA.

For many students, the choice may come down to a clinical psychology program versus a counseling psychology program. There are many similarities between these two Ph.D. options, but there are important distinctions that students should consider. Clinical programs may have more of a research focus, while counseling programs tend to focus more on professional practice. The path you choose will depend largely on what you plan to do after you complete your degree.

### **Alternatives to the Ph.D. in Psychology**

Of course, the Ph.D. in Psychology is not the only graduate degree option. The Psy.D. is a doctorate degree option that you might also want to consider. While there are many similarities between these two degrees, traditional Ph.D. programs tend to be more research oriented while Psy.D. programs are often more practice oriented. The Ph.D. option might be your top choice if you want to mix professional practice with teaching and research, while the Psy.D. option might be your preferred choice if you want to open your own private psychology practice.

Social work, counseling, education and the health sciences are other graduate options that psychology undergraduates may also want to consider if they decide that a doctorate degree is not the best fit for their interests and career goals.

### **How Long Does It Take to Get a Ph.D. In Psychology? Typical Timelines for Doctorate-Degree Options**

A doctorate-level degree in psychology is required to work in many job areas, including as a licensed clinical psychologist or counseling psychologist. A doctorate degree is also often required in fields such as school psychology or health psychology.

So how long does it take to get a Ph.D. in Psychology? First, it is important to realize that the degree requirements can vary depending upon the field that you decide to pursue. A Ph.D., or Doctor of Philosophy, degree is not necessarily your only option. In some cases, you might want to also consider the Psy.D. (Doctor of Psychology) or the Ed.D. (Doctor of Education) degree options.

#### **Ph.D., Psy.D., or Ed.D.?**

How do these degree options differ? A Ph.D. in Psychology tends to focus on a research-based model of education. People with a Ph.D. in Psychology are qualified for a wide range of teaching, research and clinical positions in colleges, universities, hospitals, government offices and private mental health practices.

The Psy.D. degree option generally focuses on a practitioner-based model of education. Individuals with a Psy.D. degree can also teach or conduct psychology research, but they frequently work in applied settings to provide direct mental health services.

Finally, there is also a third doctorate degree option that you might also want to consider depending on your career goals. If you are interested in working as a school psychologist or in a related educational field, the Ed.D., or Doctor of Education, is a possible option.

#### **How Long Will It Take to Get a Doctorate Degree?**

The length of time required to earn your degree depends upon a variety of factors, including the type of degree you have selected, your educational

background and the individual doctorate program in which you have enrolled. Generally, if you have a strong background in psychology and have completed all of the necessary prerequisites, you will be able to finish your doctorate degree sooner than students who have not taken the prerequisite courses.

**For a Ph.D. in Psychology:** Most Ph.D. programs require at least **5 to 7 years** to complete. In addition to regular coursework, you may also be expected to complete an internship or supervised residency. The program usually culminates in the completion of an original research project or dissertation.

**For a Psy.D. Degree:** Most Psy.D. programs require between **4 to 6 years** to complete. It takes approximately 1 to 1.5 years longer to complete a Ph.D. than it does to complete a Psy.D.

**For an Ed.D.: Degree:** Most Ed.D. programs require between **3 to 5 years** to complete. It is important to note that many applicants to Ed.D. programs already hold a master's degree in a related field, while applicants to Ph.D. and Psy.D. programs often begin their program of study with a bachelor's degree.

### **Career Options With a Graduate Degree in Psychology. What Can You Do With a Graduate Degree in Psychology?**

A graduate degree in psychology can open the door to a much wider range of career opportunities. Because of the huge range of degree options and specialty areas, picking the one that right for you can feel overwhelming. Spending some time researching different career paths can help you decide which career path is suited to your needs, interests, and educational background.

The first step is to begin by asking yourself some important questions. How long are you willing to go to school? Where do you envision yourself working? What areas of psychology interest you the most? Some of the most common areas of employment include mental health, education, business, and government.

Once you have a general idea of what you might like to do, you can start exploring different career paths in greater depth. The following are some of the

major areas of employment for those with a graduate degree in psychology. You will also find a selection of career choices that exist in each employment area.

### **Mental Health and Social Services**

If your ultimate goal is to work directly with people to help them overcome mental illness, then a specialty area focused on mental health and social services would be a good option for you. While there are some entry-level positions in this field for those with a master's degree in psychology, those holding with a Ph.D. or Psy.D. will find more plentiful job opportunities.

Some job titles in this area include:

#### **Clinical Psychologists**

Clinical psychologists assess, diagnose, and treat individuals suffering from mental or emotional illnesses. Most individual's in this area hold a Ph.D. or Psy.D., but there are some openings for those with a master's degree.

#### **Counselors**

Counselors have many of the same job duties as clinical psychologists, but tend to work more on helping individual's overcome issues affecting their daily life rather than psychiatric illness. Those employed in this area generally have a master's or doctorate degree in psychology, counseling, or education.

#### **Social Workers**

Social workers often diagnose and treat mental illness or work for social welfare agencies. Those with an undergraduate degree in psychology may elect to obtain a master's degree in social work. Master's-level social work graduates can become licensed to practice in all 50 states.

### **Educational and School Settings**

In addition to social services, those with a graduate degree in psychology are also qualified to work in research or educational settings. College and universities employ Ph.D.-level (and occasionally master's-level) graduates to fill faculty positions. Professors are generally expected to teach undergraduate- and graduate-level students as well as conduct research.

Some job titles in this area include:



### School Counselors

School counselors work with children who are having difficulty at home or school and assist students in making academic choices. Many also provide help with college applications and career choices.

### School Psychologists

School psychologists assess, diagnose, and treat children who are experiencing behavioral, emotional, or academic problems. These individuals may also recommend treatments or work with parents, teachers, and others to help children overcome problems and achieve goals.

### Educational Psychologists

Educational psychology is the branch of psychology concerned with schools, teaching psychology, educational issues, and student concerns. Educational psychologists often study how students learn or work directly with students, parents, teachers, and administrators to improve student outcomes.

### **Local, State and Federal Government**

Government and business entities often hire masters and doctoral graduates in psychology to conduct research. According to the Occupational Outlook Handbook, local and state governments frequently hire psychologists for jobs in correctional facilities, mental health clinics, public hospitals, and social service offices.

Some job titles in this area include: Rehabilitation counselor, Social service manager, Parole officer, Vocational rehabilitation provider, Psychosocial specialist

### **Applied Psychology Careers**

Applied psychologists utilize their knowledge of psychology and research methods to improve people's lives and solve real world problems. Individuals working in these fields may start with a master's degree in psychology, but positions tend to be more plentiful with a doctorate degree.

Some job titles in this area include:

### **Industrial-organizational Psychologists**

These psychologists study workplace behavior and ergonomics, often working to increase productivity or efficiency. The rising demand for skilled psychologists has led to an increase in the number of university programs offering degrees in industrial-organizational psychology. I-O psychologists perform a variety of functions, including hiring qualified employees, conducting tests, designing products, creating training courses, and performing research on different aspects of the workplace.

### **Forensic Psychologists**

Forensic psychology involves applying psychology to the field of criminal investigation and law. Forensic psychologists typically have a master's in forensic psychology at the minimum, but many hold a Ph.D. in clinical or counseling psychology. Forensic psychologists may work in various settings, including family courts, drug courts, criminal courts, or private consulting.

### **Human Factors Psychologists**

Human factors is an area of psychology that focuses on a range of different topics, including ergonomics, workplace safety, human error, product design, human capability, and human-computer interaction. Human factors psychologists perform a number of duties such as exploring the ways that people interact with products and environments and designing interfaces that are easy to understand.

As you can see, career options with a graduate degree in psychology are highly diverse. The best way to determine what path is right for you is to evaluate your own needs and interests.

**Exercise 3. Read this extract from a student website and find the noun forms of the verbs in the box. Which word(s) in the box use(s) the same form for the verb and the noun?**

analyze collect design explain form observe relate run vary

The scientific method is a process in which experimental observations are used to answer questions. Scientists use the scientific method to search for relationships between items. That is, experiments are designed so that one variable is changed and the effects of the change observed. While the exact methodologies used vary from field to field, the overall process is the same. First, the scientist must define the question -- what exactly they are trying to find out. Next comes the formation of a hypothesis, which is an idea or explanation for a situation based on what is currently known. The next stage of the method is the design of an experiment which will allow this hypothesis to be tested. Usually a primary run of the experiment is conducted, and any changes to the experimental setup made. In each experimental run, data collection takes place, followed by data analysis. Finally the data is interpreted and from this, the scientist is able to draw conclusions.

**Exercise 4. Summarising data in visual form**

**1. In pairs, discuss the following questions.**

- 1 Why are visuals used in scientific papers?
- 2 What visuals do people in your field commonly use to show data? Why?
2. Match the beginnings and endings of the sentences about setting data in tables and charts

- |   |  |
|---|--|
| 1 Tables, graphs, etc. are necessary              | a be consistent with them.                     |
| 2 Visual summaries allow                          | b reduced in size in a paper.                  |
| 3 Deciding how to present data visually makes you | c show trends; tables to show exact numbers,   |
| 4 Visuals need to be clear even when              | d the reader to check the data for themselves. |

- 5 Graphs should be used to e think carefully about what your results mean.
- 6 Too much information in a visual f to avoid filling up the text with lists of numbers.
- 7 Use standard symbols and g will confuse the reader.

**3. The statements below describe which type of visual is best for representing different kinds of information. Complete them using the words in the box.**

bar chart	diagram	histogram	line graph	map	pie chart
scatter plot	stacked bar chart	table			

It is best to use a:

- a \_\_\_\_\_ or \_\_\_\_\_ to show a comparison between items
- b \_\_\_\_\_ to show a correlation
- c \_\_\_\_\_ to describe a location
- d \_\_\_\_\_ or a \_\_\_\_\_ to show proportions of a whole
- e \_\_\_\_\_ to describe a structure
- f \_\_\_\_\_ or a \_\_\_\_\_ to show trends

### **Exercise 5. Socializing at a conference**

**1. In pairs, discuss the following questions.**

- 1 Have you ever been to a conference? Tell your partner about your experience.
- 2 Do you plan to attend any conferences in the near future?
- 3 What might be difficult (apart from giving a presentation) about attending a conference where the main (or only) language is English?

**2 In pairs, look at the list of typical conference activities (a-h) below and then discuss the following questions.**

- 1 Which of these activities have you done (or might you expect to do) at conferences?
- 2 Which activities are easier / more difficult for you? Why?
- 3 Do you know any words or phrases which are appropriate for these activities?

- a making arrangements for coffee, lunch or an evening out
- b asking someone which talks they have been to
- c asking someone for their opinion on a talk
- d finding out about where someone works and what research they are doing
- e asking someone if they are giving a talk
- f asking someone how successful their presentation was
- g introducing yourself or someone else for the first time
- h networking (making useful contacts)

## Exercise 6. Presenting a poster

### 1. In pairs, answer the following questions.

- 1 Have you ever attended a conference poster presentation session? If so, did you speak with any presenters?
- 2 Have you ever prepared and presented a poster at a conference? If so, did anyone ask you questions about your research?
- 3 What do you think the key features of a good poster are? Make a list.

### 2. Complete the advice below about preparing a poster using the words in the box.

abstract	colours	columns	contact	font	heading	number
sentences	simple text	title	white space			

#### General points

- Give your poster a (1) \_\_\_\_\_ which summarizes the main idea.
- Keep your poster focused and (2) \_\_\_\_\_ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work - so it's not usually necessary to include an (3) \_\_\_\_\_ .
- Don't forget to include your name and (4) \_\_\_\_\_ information.

#### The look of your poster

- Arrange information in (5) \_\_\_\_\_ .

- Use charts and diagrams as much as possible, only using (6)\_\_\_\_\_ to support your visuals.
- Give each section of your poster a clear (7) \_\_\_\_\_ in large type.
- (8 )\_\_\_\_\_ each section to guide readers through your poster.
- Leave plenty of (9)\_\_\_\_\_ around each section to make them stand out more easily.

### **The text in your poster**

- Use phrases rather than full (10)\_\_\_\_\_ .
- Try to keep phrases short.
- Choose a (11)\_\_\_\_\_ size which makes the text easy to read from a distance of 1-2 meters.
- Use different (12 )\_\_\_\_\_ for different kinds of information in the poster - but remember to use them consistently.

### **3.A number of different reporting verbs can be used in author-prominent citations. Complete the definitions using the reporting verbs in the box.**

Conclude	demonstrate	discover	hypothesis	observe	prove
suggest					

- (1)\_\_\_\_\_or (2)\_\_\_\_\_: to use an experiment to show that something is true
- (3)\_\_\_\_\_: to carefully watch the way something happens, then record it
- (4)\_\_\_\_\_ and (5)\_\_\_\_\_: to give a possible explanation for something which has not been proved
- (6)\_\_\_\_\_: to decide something after thinking about it carefully
- (7)\_\_\_\_\_: to find or learn information, especially something new

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