МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
УМАНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ САДІВНИЦТВА

Кафедра української та іноземних мов

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК ДЛЯ ПРАКТИЧНИХ ЗАНЯТЬ З ДИСЦИПЛІНИ “ІНОЗЕМНА МОВА В НАУКОВИХ ДОСЛІДЖЕННЯХ ТА ДІЛОВИХ КОМУНІКАЦІЯХ” ДЛЯ ЗДОБУВАЧІВ ОНР ДОКТОР ФІЛОСОФІЇ

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Навчально-методичний посібник для практичних занять містить комплексні і комунікативно-орієнтовані завдання з дисципліни "Іноземна мова в наукових дослідженнях та ділових комунікаціях" для здобувачів ОНР доктор філософії спрямовані на розвиток умінь і навичок у всіх видах мовленнєвої діяльності, а також на вдосконалення навичок двостороннього перекладу, вмінь використовувати різноманітні засоби читання для подальшої роботи з інформацією, навичок реферування і анотування тексту.

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TEXT 1

Writing a Summary Report

A summary report highlights the main points in a longer text (usually an article or a chapter). To prepare a summary report, you need to ask three questions: What is the main point in the text? What information (facts, statistics, examples, etc.) does the writer use to support this point? What are the most compelling or important features in the selection? Use the guidelines below and the model that follows to help you write your report.

SEARCHING AND SELECTING

Searching. **In most cases, your instructor will either assign a text for you to summarize or ask you to find an article related to a particular topic.**

Selecting. **To find your own article, check indexes in your library (like the *Readers' Guide to Periodical Literature),* the on-line catalog, the Internet, and so on. Skim a number of articles that seem interesting and fit the assignment before you make your choice.**

GENERATING THE TEXT

Noting. **Carefully read through the article, paying special attention to the key ideas and important supporting details. Take notes on this information.**

Assessing. **Review your article and your notes. Did you identify the important information? And do you fully understand the main point of the text?**

Focusing. **If necessary, skim the article once more. Then plan your summary. Decide**

what you want to say first, second, third, etc. Organize your ideas in a brief outline.

WRITING AND REVISING

Writing. **Write your first draft, using your planning and organizing as your guide. Your opening sentence or paragraph should clearly state the main idea of the selection.**

Revising. **Ask yourself these questions when you review your first draft: Does the**

summary stick to the author's main points? Is my summary complete? Are the ideas clearly stated? Revise and refine accordingly.

EVALUATING

Does the summary report display a clear understanding of the text?

Has the text been effectively reduced to "summary size"?

Does the summary move smoothly from point to point?

TEXT 2

Writing a Compiled Report

In developing this type of report, you consult a variety of sources about a timely, interesting subject. Your sources may include reading material, interviews, questionnaires, the Internet, and so on. Your goal is to bring together (compile) this information into a unified report that informs and/or entertains your readers. Compiled reports are often found in newspapers and magazines. Use the guidelines below and the models that follow to help you develop your writing.

SEARCHING AND SELECTING

Reviewing. **Your instructor may provide a list of subjects for you to choose from. Otherwise, review news headlines, library indexes, or computer resources for possible writing ideas.**

Selecting. **You may also want to brainstorm for ideas with a small group of your peers. Consider new products or procedures, interesting careers and pastimes, and intriguing individuals or groups. (Make sure that you have access to information about a potential subject.)**

GENERATING THE TEXT

Collecting. **Consult multiple sources to learn about your subject. (Try to carry out at least one interview or discussion.) Make sure to take careful notes on important facts, figures, and quotations.**

Assessing. **Come to some conclusion about the significance of the information you have collected. Let that conclusion be the focus of your report. Then plan your report, selecting and arranging facts to support this focus.**

WRITING AND REVISING

Writing. **Write your first draft, working in details according to your planning. However, before you get into the meat of your report, experiment with a few opening paragraphs. Try to come up with something that grabs your readers' attention.**

Revising. **Carefully review, revise, and refine your report. Make sure each fact, figure, and quotation is accurate and that the source of the information is clearly cited.**

EVALUATING

Is the report clearly focused around a timely, interesting subject?

Does the report include specific information from multiple sources? Will readers appreciate the information provided?

TEXT 3

Writing a Personal Research Report

A personal research report presents the story of a writer's investigation into a subject of personal interest. A research report may discuss a writer's experience with a certain new technology, describe a writer's attempt to learn about a particular place, share the story of a writer's investigation into a current fad, and so on. It's important to remember that this type of reporting is based, for the most part, on firsthand methods of research. Use the guidelines below and the models that follow to help you develop your writing.

SEARCHING AND SELECTING

Searching. **To begin your subject search, think of the different categories listed in the opening discussion (new technologies, interesting places, current fads) plus any others that come to mind (professions, lifestyles).**

Reviewing. **If that doesn't work, review the local newspaper, the Internet, or perhaps the yellow pages for ideas. You could also brainstorm for subjects with your writing peers. (Make sure to select a subject that stems from a genuine interest and is within your abilities to research.)**

GENERATING THE TEXT

Planning. **Determine what you already know about your subject, what you hope to find out, and how you plan on conducting your research. (Start by thinking of people to meet and places to go.)**

Exploring. **Make contacts. Conduct interviews and record observations. Also refer to magazines and books that have been recommended to you.**

Assessing. **Decide how you are going to compile the results of your research. A personalized account of your work should address four basic areas: *what I already knew, what I hoped to find out, what happened as I conducted my investigation,* and *what I learned.* (If you are going to compile a more traditional report, decide on a focus and plan accordingly)**

WRITING AND REVISING

Writing. **Develop your first draft, using your planning as a guide.**

Revising. **Carefully review, revise, and refine your writing. Make sure that it accurately reflects the results of your investigation, and double-check to make sure that you quote your sources correctly.**

EVALUATING

Is the report informative, interesting, and based on sincere investigative efforts?

Has proper attention been given to accuracy and detail?

Will readers appreciate the treatment of this subject?

What is important or unique about your subject?

TEXT 4

Analytical writing

In analytical writing, you break a subject down to understand it better. You get inside of your subject until it becomes part of your own thinking. Try to work scientifically – gathering information, testing it, gathering some more, forming conclusions, and so on. Then, when you're ready, share your analysis in a clearly developed essay. It's simply a type of writing that requires some high-octane thinking. In analysis, you interpret information

rather than report on it; you form new understandings rather than simply give the facts. You might, for example, evaluate the impact of computers on education. Or you might examine a problem related to computers in the workplace. Analytical writing covers a lot of territory, as you will see in this section. Included are guidelines and models for essays that explain, compare, classify, define, evaluate, and so on. Remember to approach your analytical writing with the proper mind-set, with a genuine interest in your subject, and with the patience to explore it carefully and thoroughly. Analytical writing is generally intended for your instructor and writing peers in a specific course of study. In most cases, use semiformal English in this type of writing. Semiformal English is worded cautiously so that it can be reread many times without sounding tiresome or cute. Obviously, you want to avoid slang and colloquialisms. Use third person point of view *(he, she, they)* unless your writing is clearly experience based.

All analytical writing shares the following characteristics:

STARTING POINT: **The starting point for analytical writing is usually a specific assignment in which you are asked to examine or investigate a subject related to your course work.**

PURPOSE: **The general purpose of your writing is to demonstrate a clear understanding of your subject and its relationship to other similar subjects. The specific purpose will depend on the nature of your assignment. You may be analyzing a process, making a comparison, proposing solutions, and so on.**

FORM: **Share the results of your work in traditional essay form, identifying your thesis in your opening paragraph, developing the thesis in the middle paragraphs, and summing, things up in the closing.**

AUDIENCE: **Analytical writing is generally intended for your instructor and writing peers in a specific course of study.**

VOICE: **In most cases, use semiformal English in this type of writing. Semiformal English is worded cautiously so that it can be reread many times without sounding tiresome or cute. Obviously, you want to avoid slang and colloquialisms.**

POINT OF VIEW: **Use third-person point of view *(he, she, they)* unless your writing is clearly experience based.**

TEXT 5

Writing an Analysis of a Process

A process analysis shows the reader how to do something (register for class, obtain a passport) or explains how a process works (immigration, respiration, the NBA draft pick). Whenever you explain a process to a reader, you must be clear, accurate, and organized. Use the guidelines below and models that follow to help you write a process analysis.

SEARCHING AND SELECTING

Selecting. **Keep in mind that your subject should be of genuine interest to you and your readers. And it should conform to any requirements established by your instructor. (How the Gullah language evolved might be an interesting subject from both a historical and a contemporary point of view. How a bill becomes a law sounds too elementary. How to stare into space might work, if it is approached in the right way.)**

Reviewing. **Review your texts for ideas. Try free-writing or clustering about your work, noting potential subjects as they come to mind. Or brainstorm for ideas with your writing peers.**

GENERATING THE TEXT

Recording. **List related facts and details about your subject as they come to mind, or write an instant version of the finished product to see how much you already know and what you need to learn about your subject.**

Collecting. **Collect additional information and details accordingly.**

Organizing**. If necessary, organize your ideas before you write your first draft. Also think about the feeling or impression you want to express in your writing. (Depending on your subject, it is okay, even desirable, to entertain as well as inform your readers.)**

WRITING AND REVISING

Writing. **Write your first draft freely, working in details and ideas according to**

your planning – or according to the steps in the process you are analyzing. (Remember that process papers are organized according to time – *first, second, third, then, finally,* etc.)

Revising. **Review, revise, and refine your writing before sharing it.**

EVALUATING

Does the essay form a meaningful whole?

Does each step lead readers clearly and logically to the text?

Are main points supported by specific details and examples?

Will renders appreciate the treatment of this subject?

TEXT 6

Writing an Essay of Definition

In an essay of definition, you clarify a complex concept (inflation), an abstract idea (hope), or a complicated ideal (democracy). To develop (and extend) a definition, you can give a dictionary definition, make a comparison, provide a fitting quotation, offer a negative definition (tell what it is not), and so on. The effectiveness of your essay depends upon your ability to understand your subject, to know what really sets it apart from all other members (related ideas) in its class. Use the guidelines below and the models that follow to help you develop your work.

SEARCHING AND SELECTING

Selecting. **Choose a term or concept that meets the requirements of your assignment. Your subject must be complex enough to require some careful thinking on your part; likewise, it should get your readers thoughtfully involved.**

Reviewing. **If no subject comes readily to mind, think about topics in the news, concepts in your scientific work, and ideas you explore in your work. (Also consider terms people misuse or use too freely.)**

GENERATING THE TEXT

Collecting. **Explore your own thoughts and feelings about your subject. Then gather information – dictionary definitions, interviews, etc. – to include in your essay.**

Organizing. **Determine how you want to present your definition. You may want to begin with a dictionary definition or a personal anecdote and end with a negative definition or the thoughts and feelings of other people. Work with a number of different approaches.**

WRITING AND REVISING

Writing. **Keep these points in mind when you write your first draft: In your opening remarks, identify your subject and help readers appreciate its significance – why it's important to know more about the subject. As you continue, include enough information (comparisons, examples, etc.) to bring your subject to life.**

Revising. **Review your first draft, paying special attention to the logical flow of ideas in your essay. Revise and refine your work accordingly.**

EVALUATING

Is the definition clearly presented and effectively developed?

Is the content organized and easy to follow?

Will readers appreciate the treatment of the subject?

TEXT 7

Writing a Problem/Solution Essay

In a problem/solution essay, the writer examines all aspects of a problem (personal, social, political, etc.) and then suggests a reasonable solution, often after explaining why other solutions will not work. The effectiveness of a problem/solution essay depends upon your ability to understand a subject in all

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Searching. **Think about issues your peers complain about: required courses, campus safety, the cost of living, etc. Or conduct a brainstorming session, listing 10 problems or concerns of college students. Can you discover a reasonable solution for any of these problems?**

Selecting. **Also consider problems that concern the local, national, or world community. Can you analyze and propose a solution for one of these problems? Do you know of anyone who solved a difficult problem in a unique way? Have you resolved a significant problem in your own life or helped to solve someone else's problem?**

GENERATING THE TEXT

Forming. **After you have selected a problem, write it out in a clear statement. Then analyze it thoroughly, exploring the problem's parts, history, and causes. Weigh possible solutions.**

Assessing. **Carefully review your notes. Are you dealing with a manageable problem? Have you collected enough background material to present the problem and propose a solution? Gather additional support as needed.**

WRITING AND REVISING

Writing. **Write your first draft after analyzing and assessing your subject. Pay special attention to your opening remarks. Think of a statistic, or a detail that you could develop into a provocative or compelling introduction. You want to begin by convincing readers that your subject is significant.**

Refining. **Carefully review your first draft for clarity and logic. Also have one of your peers review your work. Revise and refine accordingly.**

EVALUATING

Has a reasonable solution to a real problem been established?

Is the writing perceptive, the opening engaging, the conclusion logical?

TEXT 8

Writing **about literature**

Writing about literature begins when you are asked to react to or analyze a literary work (or some other artistic endeavor, such as a live performance). Your goal is to share some new understanding gained during a reading experience. The nature of this "understanding" depends upon the particular writing task. Personal responses can be journal entries, poems, personal reflections, and so on. Reviews are brief essays, usually somewhat loosely structured, an organic blend of information and commentary. Analyses are carefully planned academic papers, following the traditional essay form. For the most part, you're addressing your writing peers and your instructor. Some of your reviews, however, may be intended for publication. Speak from both the heart and the mind in personal responses. Reviews may or may not be heartfelt; analyses seldom are. Generally speaking, use first-person point of view for personal responses and third-person *(he, she, they)* for most reviews and for analyses.

To write effectively about literature, you must be a critical reader, carefully noting your thoughts, feelings, and questions as you go along. It's good practice to read a selection once to get an overall impression of the text. Then go back a second time (and a third, if necessary), looking for answers to your questions, for connections between different characters or parts, for patterns of development.

TEXT 9

Writing an Abstract

An Abstract is a summary that presents an overview of an article or report. Many journals publish abstracts of all the articles in an issue. If you are looking for information on a particular subject, an abstract can help you determine whether the article

is worth reading in its entirely. In addition, many collections of abstracts are available in databases that you can search using key words.

Guidelines for Writing an Abstract:

✍ **Using a copy of the paper, highlight key information.**

- Begin with the thesis statement (article's purpose).

- Summarize key points in the order they appear in the paper.

- Include only essential information, methods, and results.

- Limit the length of your abstract to one paragraph of 100-150 words.

- Avoid technical terminology, specific quotations, and interpretations.

Example of an abstract

"This study examined the effects of social loafing, the tendency for individuals to expend less effort when working with others than when working alone. By testing participants' work individually and in groups, the study tried to determine changes in productivity from one setting to the other. Participants (27 college students aged 17-20; 13 men, 14 women) completed a word-construction task in both an individual and group situation. Each participant's success at forming words out of the letters of a given word was measured twice: (1) while working alone and **(2)** *while working in a group.*

Results showed significant evidence of social loafing. In addition, males were found to have a higher tendency toward social loafing than females. These results indicate that business managers and teachers should (1) think hard about whether to assign a task to an individual or to a group and (2) take measures to combat social loafing."

TEXT 10

Writing the Speech

The way you gather information, organize your ideas, and write them down

depends primarily on the kind of speech you're giving and your method of delivery. For example, if you're giving a 5-minute impromptu speech during a meeting of students, you probably have no time to gather information, and only a few minutes – to outline your thoughts. On the other hand, if you're giving an oral report on a research project in class, you will have days or even weeks to search for information, to write out your speech in manuscript form, and to rehearse your delivery. j

The important step in writing any speech is searching for information. After collecting the information and working with it develop your thinking, organize your ideas into a speech with an introduction, a body, and a conclusion.

INTRODUCTION

The introduction sets the tone and direction of your speech by

- **getting your audience's attention and introducing the topic,**
- **stating your central idea or purpose,**
- **briefly identifying the main points,**
- **making your audience interested in what you have to say.**

NOTE: **An introduction that clearly sets out a speech's framework is particularly important in reports or presentations where your audience needs help to follow complex arguments and understand detailed, technical information.**

To get and keep the audience's attention throughout your speech, use one or more of the following:

- **an interesting quotation,**
- **an amazing fact or a startling statement,**
- **a funny story or personal anecdote,**
- **an illustration or a colorful visual aid,**
- **a series of questions,**
- **a short history of the topic, or**
- **a strong statement demonstrating the topic's relevance by showing how it relates to important political, social, or scientific issues.**

NOTE: **In a project or research report, consider "hooking" your audience in the introduction by showing how the information that you will present connects to the**

subject your class is studying, or to projects other students are doing.

TEXT 11

Rehearsing and Delivering the Speech

Good speakers understand that preparing your script for delivery, revising it as necessary, and rehearsing repeatedly are necessary steps in the speaking process. Just how you prepare the script for delivery depends on your speech. The following information should help get you started.

For an impromptu speech, think about your purpose and write an abbreviated outline that includes the following:

- Your opening sentence
- Two or three phrases, each of which summarizes one main point
- Your closing sentence

For an outline speech, one that you have time to research and rehearse think about your purpose, topic, and audience. Then outline your speech a follows:

- Opening statement in sentence form
- All main points in sentence form
- Quotations written in full
- All supporting numbers, technical details, sources listed
- Closing statement in sentence form(restatement of thesis)
- **Notes indicating visual** aids you plan to use

For a manuscript speech, use the guidelines below and write out the speech exactly as you plan to give it:

- Pages double-spaced
- **Pages or cards numbered**
- Abbreviations used only when you plan to say them
- Each sentence complete on a page – not running from one page to another
- **All difficult words marked for pronunciation**

TEXT 12

Speaking Effectively

Post-graduate students use their speaking skills every day – occasionally to give a traditional formal speech, and more often to accomplish one of the following activities:

- Talking one-on-one with students or instructors, inside and outside the classroom.
- Interviewing people to get information and ideas about a topic they're researching; or being interviewed for an internship, assistantship, or job.
- Giving oral reports on research projects.

Preparing to Give a Speech

A speech is a rare opportunity for both learning and teaching. The success of this opportunity depends on how well you pay attention to the occasion, audience, and purpose. How does your speech relate to the other activities in the class (the occasion)? How does it relate to your listeners – your instructor and fellow students (the audience)? How does it relate to the assignment (the purpose)? The guidelines that follow should help.

Choosing the Topic

When you may choose any topic, select one that falls within the guidelines of the assignment and helps the class learn something new and interesting.

• Address the topic from a new direction – one that you and your audience will find informative and interesting.

• Develop the topic by consulting current, reliable sources of information.

Choosing the Form and Style

Students and teachers are in the classroom to explore and learn together. Make the experience worthwhile by following these guidelines:

• Speak only as long as you must in order to make your point.

• Organize the speech so clearly that listeners get the point immediately.

• Use humor (when appropriate), insightful quotations, clarifying examples.

• Speak frankly and openly.

• Show that you care about your audience by discussing real issues, finding strong support, and presenting an effective speech.

Choosing the Method of Delivery

Use the method of delivery that is appropriate for the occasion, audience, purpose, topic, and the time you have to prepare the speech.

• IMPROMPTU: **Use this method when you have little time to prepare, or you want to be informal (effective for introductions and other brief presentations when you're thoroughly familiar with the topic).**

• OUTLINE: **Use this method when you have more time and want to shape the speech carefully (effective for reports or speeches when you want to pick up and respond to audience feedback).**

TEXT 13

Searching for Information

Have you ever waited until the last minute to write a paper or finish an important project? Then, late Sunday afternoon, it's off to the library or into an encyclopedia or computer program to find some quick, readymade information. At least that's the plan. It worked last time. But what if you can't find the information you're looking for? What if the library yields no sources, the encyclopedia article is too short, and your computer isn't able to access the files you need? Then what?

Maybe a better approach would be to take some time now – with no deadlines staring you in the face – to learn where and how to find the right information quickly and efficiently.

WHAT'S AHEAD

This section will help you understand better how to locate and evaluate information, assuring you of a more successful result the next time you're faced with an important long-term project.

SEARCHING TIPS

1. Give yourself enough time. **Other people may check out the books you need, or you may need to get them through an interlibrary loan. Computer networks shut down or get backed up, and Web pages can take longer to download than you'd like.**

2. Narrow your search to a few key questions. **Be realistic about how much ground you can cover.**

3. . Be aware of the limits of your resources. **Information in books may be out-of-date. On-line information may be more current, but it may lack the historical perspective you need.**

4. Use the resources you find to discover more resources. **One source will often point the way to another source of equal or greater value. Pay attention to books, articles, and the names of experts that you find mentioned in a reliable source.**

5. Learn what the technology can and cannot do. **Working on-line takes a certain amount of expertise. Be patient; get past the frustration point. Take the time to learn how to make technology work for you.**

6. Get to know the right people. **Information specialists are everywhere – in the library, the computer lab, the classroom, and on the Internet. Look for the experts who can help, make them your allies, and work with them respectfully.**

7. Develop lists of often-used phone numbers and e-mail addresses. **If you have collected them on little scraps of paper, transfer them to one central location or book.**

8. "Bookmark" useful Web sites. **Include reference works and academic resources related to your major.**

10. Organize your sources for maximum efficiency. **Have some key resources in your room – dictionary, thesaurus, writing handbook, paper files, and electronic file folders.**

TEXT 14

Using Electronic Sources

"Get informed. Be informed. Stay informed." We find ourselves in an information age dominated by an information explosion fueled by new technologies. To do well in research, you'll need to understand how these technologies work – how you can find them, access them, and put them to use in your day-to-day tasks.

As a post-graduate student, you already use a computer to put together your papers and reports. And some of you may already use your computer to network with other sources to gather information for projects. But there's more to it than just grabbing the first piece of information you find out there. You need to find the best possible information, the latest information, the most reliable information.

You'll get the latest information on using computer network, on-line services, the Internet, so that you can tap into the best possible sources of information for each task you face.

Computer Networks

You already know that computers can be a valuable source of information. Most post-graduate students these days could hardly operate without them. And, if you've ever used a computer network, you were probably hooked on it immediately. So much interesting and useful information is made immediately available to you. The material that follows should help get you up to speed on how you can use a PC to connect to computers and databases in your community and around the globe.

Networking from Your PC

Nearly everyone has access to a computer network of one kind or another. PC's open up a world of news, databases, conversation, and more. Imagine using your personal computer to – do the following:

– **Gather information on events of personal interest or educational value.**

– **Send out a piece of writing and get reactions from instructors and students from around the world.**

– **Explore the collections of thousands of schools, agencies, and companies, and copy selected documents to your PC for viewing or to print out.**

– **Think of computer networking as just another program your PC, only this**

one doesn’t process words or crunch numbers. Instead, it calls other computers and exchanges data with them.

The Internet

The Internet allows millions of computer networks to share information with each other. Internet helps you to use a global library and can help you to find your information in order to prepare your bibliographic references.

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