# ЗМІСТОВИЙ МОДУЛЬ 4. ACADEMIC WRITING
# ТЕМА 6. ОСОБЛИВОСТІ НАПИСАННЯ НАУКОВИХ СТАТЕЙ ІНОЗЕМНОЮ МОВОЮ

**Академічне письмо / Академічне писання / Academic writing –**

- це стиль викладу;
- це компетенція з удосконалення навичок формулювання та обґрунтування власних ідей;
- це компетенція, володіння якою забезпечує можливість досліднику читати, розуміти і писати наукові тексти.

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## Academic writing: What are its characteristics?

- **De-personalised**
  - Focusses on the concept rather than the person.
  - Generally avoids: "I, you, me, they, In my opinion" etc.
- **Specific**
  - Aims to be explicit and detailed rather than generalized.
  - Avoids general terms (nowadays, people, everywhere) and uses specific instead (since 1996, engineers, in Colombia).
- **Supported**
  - Reasons, details and explanations are given for points made.
  - Research is used to support points.

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## Academic writing: What does it look like?

Linguistic relativity is, in simple terms, the influence of language on thought (Trask,2007), with language subtly shaping, or framing individual cognition. This effect can be seen in commonalities of expression by speakers of the same language (Slobin, 1996), and in the use of pre-fabricated categories (Csanyi, 1989), reflecting the cultural imperatives of the society the language is situated in, demonstrating that community's world view. Languages function as a means of encoding information to understand reality (Gyori, 2000).

- **De-personalised** - No personal pronouns, only specific nouns
- **Specific –** The correct topic specific vocabulary is used
- **Supported** - Key points are referenced

# Academic writing: Why research and reference?

- To give credit to the original researchers/authors
- To make your arguments stronger by showing that empirical research has been done by others
- To show your position on the topic
- To show that you are correct in your assumptions/arguments
- To show that you have read and understood the topic
- To follow the expected conventions/rules of the style

# Academic writing: The function of references

Linguistic relativity is, in simple terms, the influence of language on thought (Trask, 2007), with language subtly shaping, or framing individual cognition. This effect can be seen in commonalities of expression by speakers of the same language (Slobin, 1996), and in the use of pre-fabricated categories (Csanyi, 1989), reflecting the cultural imperatives of the society the language is situated in, demonstrating that community's world view. Languages function as a means of encoding information to understand reality (Gyori, 2000).

- Provides a definition
- Supports a general idea
- Provides an example of specific research to support your point
- Supports a theoretical point

# Research: How can you start researching?

• Start with easy-to-understand sources (the internet, general publications)

• Progress to more specialised sources (industry sources and introductory text books)

• Move onto expert sources (journals, books by experts)

• Use the references from the expert sources to expand your research.

For instance, if I read the point below in a journal, I would search for the research done by *Dillenbourg and Schneider in 1995* to expand my research.
***Dillenbourg and Schneider (1995) make a distinction between cooperative and collaborative learning. This distinction places greater emphasis on the extent and quality . . .***

# Research: What to do when you find it

• Make notes
  • Include the concepts and content, and the sources (author, page, web address, title, where you found it)

• Record the references
  • make a document with the links to online sources
  • Save the PDFs in a specific file
  • Take screen shots of the sections of books you read
  • Start to compile a reference list

• Keep a logbook

# Research: Organising research

- Grouping sources allows them to be used more easily.

- Consider grouping them by topic, theme, position of the writer, or by the research questions you are using

- Use the family name and year as a quick guide to keep everything organised. e.g. (Smith, 2014).

- Remember sources may fit in more than one place and can be used multiple times in a piece of academic writing

- Try grouping research by key words or by the argument or position the text takes.

# Research: Grouping sources

*Look at the ideas below. How would you organise them? Can you see any patterns or ideas that could go together?*

- Online learning has many advantages for students who are "geographically restricted" (Appanna, 2008).
- "The feeling of isolation due to online learning can be overcome by more frequent communication to students" (Mbukusa, Kibuule & Lates, 2017).
- Online learning reduces the access issues of time and distance for learners (Cole, 2000)
- Students often select online learning due to the need for flexibility for employment, family or other responsibilities (Park, 2007).

# Research: Grouped sources

**Why students choose online learning**
- Online learning has many advantages for students who are "geographically restricted" (Appanna, 2008).
- Online learning reduces the access issues of time and distance for learners (Cole, 2000)
- Students often select online learning due to the need for flexibility for employment, family or other responsibilities (Park, 2007).

**A solution to a problem of online learning**
- "The feeling of isolation due to online learning can be overcome by more frequent communication to students" (Mbukusa, Kibuule & Lates, 2017).

# Synthesising Sources: integrating research into writing

- **Paraphrasing**
  - This is where what you have read is put completely into your own words

- **Integrated quotations/partial quotations**
  - This is where you use only a few words of the quote and write the rest of the sentence around it yourself.

- **Full sentence/longer quotations**
  - This is where you use a complete sentence or more without modifying it

# Synthesising Sources: Paraphrasing

- **Paraphrasing**
  - Read and understand the content of the original.
  - Keep the relevant points for your writing - discard the rest.
  - This can be done when taking notes or when writing.

  **For example**
  - For many learners, the act of moving to online classes is one of liberation, solving some of the issues of location and space as much as it does the complexities of finding time to attend set lectures and classes.
  - Online learning reduces the access issues of time and distance for learners (Cole, 2010)

  Red = the original source          Blue = my own words

# Synthesising Sources: Using integrated quotes

- **Integrated quotations/partial quotations**
  - Keep only a few words of the quote and write the rest of the sentence yourself.
  - Useful when a short phrase is hard to change or you think works well to convey the meaning
  - You must make sure the grammar of your sentence matches the phrase

  **For example**
  - … online delivery can liberate students who were formerly geographically restricted with regard to where they would undertake higher education, …
  - Online learning has many advantages for students who are "geographically restricted" (Appana, 2008).

  Red = the original source          Blue = my own words

# Synthesising Sources: Using full quotes

- **Full sentence/longer quotations**
  - Using a complete sentence or more without modifying it or integrating it.
  - It is relatively uncommon
  - Usually used for effect or to set the mood (before the introduction or in the conclusion)
  - Only use a full quote in the body of the text if you cannot say it better or more concisely

  **For example**
  - The feeling of isolation due to online learning can be overcome by more frequent communication to students.
  - "The feeling of isolation due to online learning can be overcome by more frequent communication to students" (Mbukusa, Kibuule & Lates, 2017).

Red = the original source        Blue = my own words

# Synthesising Sources: Using research in writing

- *Can you identify each type of research used in the text?*
  - *Paraphrasing*
  - *Integrated quotations/partial quotations*
  - *Full sentence/longer quotations*

Hybrid instruction, or **"distributed learning"** (Dede 2006), can be a successful approach to integrating online learning into conventional higher education. Since hybrid instruction uses both face to face and online elements as part of the course, **it can increase interaction through in-person class time while still providing the convenience and the ability to learn at one's own pace that are a part of online study** (Calloway, 2012). The increased level and variety of communication is a positive for students, particularly those who feel isolated when studying online. Research by Mbukusa, Kibuule & Lates (2017) confirms this: **"the feeling of isolation due to online learning can be overcome by more frequent communication to students".**

# Synthesising Sources: Using research in writing

- *Paraphrasing*
- *Integrated quotations/partial quotations*
- *Full sentence/longer quotations*

Hybrid instruction, or **"distributed learning" (Dede 2006),** can be a successful approach to integrating online learning into conventional higher education. Since hybrid instruction uses both face to face and online elements as part of the course, **it can increase interaction through in-person class time while still providing the convenience and the ability to learn at one's own pace that are a part of online study** (Calloway, 2012). The increased level and variety of communication is a positive for students, particularly those who feel isolated when studying online. **Research by Mbukusa, Kibuule & Lates (2017)** confirms this: **"the feeling of isolation due to online learning can be overcome by more frequent communication to students".**

# Building a Paragraph: Research as part of the writing process

- Research is there to serve/support your argument, not the other way around.

- Write/brainstorm your own ideas and organise them – then add the references – don't be led by the research.

- Paraphrasing is valuable in this way as it puts your words to the front, with referencing acting to confirm your ideas.

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# Building a Paragraph: Brainstorming with research

**Why students choose online learning**
- Online learning has many advantages for students are "geographically restricted" (Appanna, 2008).
- Online learning reduces the access issues of time and distance for learners (Cole, 2000)
- Students often select online learning due the need for flexibility for employment, family or other responsibilities (Park, 2007).

**The research points in my own words**
- Flexible – useful if you have commitments or cannot study during traditional times
- You can be located far from campus – useful if you want to study subjects not offered nearby or you want to stay in your current home

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# Building a Paragraph: Planning the paragraph

**The research points in my own words**
- Flexible – useful if you have commitments or cannot study during traditional times
- You can be located far from campus – useful if you want to study subjects not offered nearby or you want to stay in your current home

- **Main point**
  - Flexibility
- **Key aspects**
  - Time and distance
- **Explanatory points**
  - Time – family, work,
  - Distance – location of campus

# Building a Paragraph: Writing the paragraph

- **Main point**
  - Flexibility
- **Key aspects**
  - Time (family, work)
  - Distance (location of campus)

**The paragraph**

One of the main reasons for choosing online study is the flexibility that it offers. While many students would prefer to study in conventional classrooms in the traditional way, this is not always possible, particularly for more mature learners who may have family or work commitments that prevent them from attending, or for learners located far from university. The flexibility of online courses can be attractive, as it allows study to be scheduled at a time and place that suits the learner and can be an important consideration for many learners when choosing a course. By allowing study to occur more flexibly, students who would otherwise be excluded due to circumstance can undertake university.

# Building a Paragraph: Referencing the paragraph

**Research**

- Online learning has many advantages for students are "geographically restricted" (Appanna, 2008).
- Online learning reduces the access issues of time and distance for learners (Cole, 2000)
- Students often select online learning due the need for flexibility for employment, family or other responsibilities (Park, 2007).

**The paragraph**

One of the main reasons for choosing online study is the flexibility that it offers. While many students would prefer to study in conventional classrooms in the traditional way, this is not always possible, particularly for more mature learners who may have family or work commitments that prevent them from attending **(Park, 2007),** or for learners located far from university who are "geographically restricted" **(Appanna, 2008).** The flexibility of online courses can be attractive, as it allows study to be scheduled at a time and place that suits the learner **(Cole, 2000)** and can be an important consideration for many learners when choosing a course. By allowing study to occur more flexibly, students who would otherwise be excluded due to circumstance can undertake university.

# Summary: The academic writing process

Academic writing should be:

- De-personalised

- Specific

- Supported

- Your voice

# TEXT A.  How to Write Research Papers?

In many ways a research paper is an effort to answer a question or a series of questions. From this the researcher forms a main idea (that is, a thesis) on which to base the writing of the paper. So a research paper is a form of writing based upon a thesis supported by facts, figures, statistics, and other writers' carefully documented ideas. The purpose of a research paper is to analyze and interpret information while making valid conclusions based upon the research.

**Remember that to write a research paper you must:**

1.  Rely on more than your own personal opinions and experiences.

2.  Choose a topic and explore it ( narrow down the topic; formulate a research focus; gather data; write a thesis statement).

3.  Make an argument ( select the supporting details, facts, and statistics; prepare a working outline).

4.  Bring a conclusion (bring together the main ideas of the paper; repeat the thesis on the paper).

5.  Write your notes, records, and plans in English.

6.  Always ask your instructor for make sure of the direction of your paper before proceeding with the research.

Once you have collected and analyzed the information you need you can begin to determine your article design. When writing a research paper you must communicate your own ideas, but you must also include other writers' and speakers' ideas. In addition, you will need to refer to facts, figures, statistics, and other information from other sources. Therefore, it is your responsibility to document your writing by making clear which ideas are your own and which ideas belong to others. All of this must follow special rules for documenting sources that are not your own opinion by making references.

Another concern is how to illustrate your writing. Most people are familiar with tables, charts, and graphs — they are a common staple of business reports, newspapers, and even television news. But few people understand why particular data are shown using particular kinds of tables, charts, or graphs. In determining when to use words and when to use tables and other illustrations, keep the following criteria in mind as you are developing a draft. Tables, charts, and graphs are better than words when:

• You have complex numerical or statistical data to convey;

• You are describing something that requires the reader to form a mental image in order to understand it;

• You want to present information in a form the reader will be able to recall easily.

## Abstract, Summary and Annotation

**Abstracts** are far more than a one or two page piece of writing on a particular subject written for publication in scientific journals. They are also considered as a way to answer a particular question but only one in contradistinction to the research paper. Abstracts should contain at least an introduction to the matter, its brief description, and sometimes probable benefits for the interested party. As a rule, they lack illustrations and references.

The reading of original literature is crucial to get the latest information. Summary and annotation have become important forms of such information providing. These forms can essentially reduce the specialists' time of information (data) processing.

**Summary** is a short written account of something , which gives the important points but not the details. It is usually opens an article or a report. It can be considered as a shortened version of an original. The summary is expected to be about a sixth or a tenths of the original in length. It is usually far easier to write it after you have read the original. First go through it lifting out important information, findings, conclusions and recommendations. It is necessary to avoid including excessive background and detail. Sometimes the summary may take a spoken form. To prepare a summary you should: 1. Study the work carefully; 2. Make definite opinion of what has been read; 3. Develop the appropriate style of writing; 4. Communicate accurately the author's conclusions; 5. Write briefly and clearly.

**Annotation** is the extremely brief account of the main contents like the list of major problems. If the purpose of summary is to get the reader acquainted with the main contents of the original and the substitute it to some degree, the annotation considers only the article's or the book's topic and facilitates search of necessary information on the subject.

| Opening annotations: | The article is concerned with . . . <br> This work deals with . . . <br> This work is devoted to . . . |
|---|---|
| Main part | Mention was made of the new achievements in the field of. . . <br> Special emphasis is laid on . . . <br> Particular attention is given to . . . <br> Notice has been taken to . . . <br> It is known (thought) that. . . <br> A new method (approach) has been proposed . . . |
| Conclusion | The author comes to the conclusions . . . <br> The work is of primary interest (importance, value) for . . . |

### Guide words

| As | Так як, в міру того як | In general; Altogether Overall | Загалом |
|---|---|---|---|
| As for | Що стосується | Furthermore ; In addition to | Окрім того |
| As well | А також | However | Однак |
| Although; But; Yet | Однак, все ж, хоча | Finally; In conclusion | На завершення |
| Because of | Через, унаслідок | Moreover | Понад те, крім того |
| Still | Тим не менше, проте | Thus | Таким чином |
| Speaking of | Кажучи про | While | У той час як / Коли |
| Therefore | Тому, отже | | |

## TEXT B. Hypothesis

From their Latin translations, an hypothesis is what you «suppose;» a thesis is what you «pose» (or «posit»). An hypothesis is what you do before you examine, analyze, critique, argue, and verify the evidence for or against your hypothesis. A thesis is what you conclude to after you do all this difficult work. Thus an hypothesis is what you suppose just 'off the face' of things. A thesis is what you pose after deeper examination. However all this work does not make a thesis necessarily correct. All we can say is that a thesis is the best-supported explanation of the evidence, and that it has many things to say for it. However the true explanation may require something even deeper or more extensive than you have posed in your thesis, and so theses are to a certain extent somewhat incomplete.

If a thesis ever should reach complete understanding and explanation of an issue (such that no questions are left to be asked) it transforms itself into Episteme which is immediate, present, total, and thorough knowledge or comprehension of an issue ('from the top down'). This happens in the standarization of a science after many years of experimentation. Opposed to Episteme then, Hypotheses and Theses then involve knowledge 'from the bottom (i.e. base experiences) up.' The process of trying to rise to an understanding of the highest causes of something is known as Dialectic. The process of dialectic involves repeatedly deciding between two opposed and usually contradictory hypotheses (e.g. «Is justice always the same or Is justice sometimes different? Is there only one form of justice or are there multiple forms of justice? Is justice a thing or a process? If it is a thing, then is justice a substance, a relation, or an accident?) The answers to a long string of such opposed hypotheses forms a thesis (e.g. «Justice is relation, or rule or measure that is itself unchanging, but takes different forms--commutative or distributive--in different situations). Hypotheses can then be regarded as the lowest explanation that an uneducation person would give to a particular phenomenon; thesis is a higher explanation that rests upon many facts and experiments; and episteme is the highest explanation that explains everything about an issue from the highest and deepest questions, all the way down to the tiniest and most insignificant details and effects.

### Answer the questions

1. What is the purpose of a research paper?
2. How should you document the ideas of other writers?
3. How should you communicate your own ideas?
4. Is it necessary to explain and clarify information?
5. How is the main idea of your writing called?
6. When do you use illustrations instead of words?
7. What is a definition of a summary?
8. Is it difficult to write summaries?
9. What phrases are typical for a summary or an annotation opening?
10. What technique can be proposed for making an annotation?
11. How long can it take you to write a summary?

## TEXT C.   Samples of Annotations

(1) Business Reporting in Great Britain

The articles deals with business reporting requirements in the United Kingdom. In most developed counties financial reporting plays a crucial role. As there are differences in countries' economies, respectively there are differences in requirements for financial reporting. The UK reporting requirements are less restrictive, more limited in number and generally more easily defined as those in Ukraine. In Great Britain relevant business legislation varies according to the size and nature of the business as well as on its activities. In general, sole traders and partnerships are less regulated than companies and firms that are Value Added Tax registered. The need for comprehensive detailing of accounts and audits, and the requirements for submitting elaborate tax returns are far greater for larger organizations with higher turnovers than for small businesses.

(2) Noncash transactions

This work is concerned with the procedure for carrying out noncash transactions in a foreign currency. A list of permissible operations and practices that resident legal entities may conduct in a foreign currency from their current accounts is specified in the Provision on opening and functioning the accounts of correspondent banks in the authorized banks of Ukraine in a foreign currency and in local currency. It is approved by the Resolution of the National Bank of Ukraine Board,  dated December 18, 1998No. 527. The Provision specifies current trade and nontrade operations, and which monetary means are to be passed to a current account, and what transactions are to be conducted from this account.

## PRACTICAL PART

**Ex. 1.** Прочийте та проаналізуйте текст реферату до кваліфікаційної роботи магістра. Визначте основні складові та ключові фрази.

## SUMMARY

Qualifying work: 116 pp., 19 fig., 27 tab., 6 annex, 76 references.

**Object** is the investment portfolio management of commercial bank.

**The subject of the study** is a set of theoretical, methodological and applied aspects of portfolio management of commercial bank.

**The purpose** of qualification master's work is development of theoretical, methodological and organizational provisions and elaboration of  practical recommendations of  investment portfolio management of JSC CB «PrivatBank».

**Methods:** logical synthesis – to summarize scientific experience problems with the study and teaching sequences provisions of qualifying work; deductive – to study the theoretical aspects of investment portfolio management; financial and economic, factor, statistical analysis, comparison, construction and grouping methods, quantitative and qualitative comparison; synthetic methods and methods of expert estimation, graphical method; methods of critical analysis and analysis of theoretical studies – for theoretical generalization of the results and defining the conclusions.

**The information base** of research involves legislative acts and regulations, professional literature, materials of conferences and periodicals, statistics, annual financial statements of JSC CB «PrivatBank», results of personal researches and analysis.

**The results:** the algorithm of investment strategy formation of JSC CB «PrivatBank». Its efficiency has been achieved on the assumption of passing such steps as: determination the period of strategy formation; formation of investment activity strategic targets; elaboration of the most effective ways of strategic objectives implementation; development of investment strategic areas and development of investment resources strategy; concrete definition of investment strategy on periods of its implementation; assessment of developed investment strategy.

Investment portfolio assessment methodology based on the quantitative estimation of the investment portfolio using definite integral index has been improved.

**Scientific novelty**: Got further development the practical recommendations on the composition of the investment portfolio, and it has been proved that investment portfolio involves commercial potfolio; portfolio for sale; paying-off portfolio; and investments in associated companies and subsidiaries.

**Results of investigation allows** the management of commercial banks to qualitatively assess the effectiveness of the existing investment portfolio management process and to adjust strategic management decisions and to fill identified gaps.

Results of the qualifying work are adapted to domestic financial commercial institutions characteristics and also can be used by non-commercial interested organizations.


**Ex. 2.** Зробіть переклад анотацій англійською мовою, використовуючи ключові фрази. Номер обирайте за номером зі списку.


1. У статті актуалізовано необхідність використання маркетингових досліджень як основного джерела достовірної інформації, розкрито поняття та роль маркетингових досліджень у роздрібній торгівлі, а також основні методи, які застосовуються для детального вивчення ринку й тенденцій на ньому. Проаналізовано ефективність маркетингової стратегії щодо визначення ступеня розуміння ринкових потреб. Визначено сутність достовірної маркетингової інформації з позиції досягнення комерційних цілей на підприємстві.

2. Розглянуто роль і місце маркетингу на продовольчому ринку. Проаналізовано рівень споживання продуктів харчування залежно від розміру середньодушових еквівалентних грошових доходів домогосподарств. Встановлено, що найбільшу частку в структурі споживчих сукупних витрат становлять витрати на продукти харчування 97 %, що необхідно враховувати при формуванні цінової та збутової політики підприємства.

3. Висвітлено сучасний підхід до визначення ефективності роботи підприємств легкої промисловості. Розглянуто роль і значення маркетингу та маркетингових досліджень як невід'ємного елемента розвитку галузі. У статті

підкреслюється, що розвиток підприємств легкої промисловості неможливий без докорінної перебудови організаційної структури на основі концепції маркетингу. Ключові слова: ефективність, підприємство, легка промисловість, маркетинг, маркетингова діяльність, маркетингові дослідження, організаційна структура.

4. У сучасних ринкових умовах кожному підприємству для підтримки своїх конкурентних переваг необхідно обирати більш досконалі способи розвитку, які гарантують йому вигідну конкурентну позицію. У зв'язку з цим значний інтерес становлять структуризація та алгоритмізація процесів маркетингових досліджень, які забезпечують інформаційне підґрунтя такого вибору. Стаття присвячена моделюванню процесу маркетингових досліджень конкурентного середовища. Ключові слова: маркетингові дослідження, моделювання, конкурентне середовище.

5. Розглянуто поняття маркетингових досліджень, розкрито його сутність та роль, описано маркетингові дослідження й основні їхні етапи. Проаналізовано сучасний стан ринку телекомунікацій в Україні, визначено основні тенденції його розвитку. Метою маркетингових досліджень є забезпечення підприємств надійною і достовірною інформацією про ринок, структуру та динаміку попиту, смаки й бажання споживачів, створення асортименту, що відповідає вимогам ринку і задовольняє попит краще, ніж товар конкурента. Систематичні дослідження ринку, тобто маркетингові дослідження дають змогу формувати інформаційну базу для ефективного керівництва підприємствами.

6. У статті досліджено теоретичні основи проведення маркетингових досліджень страховими компаніями України, їхню роль у реалізації маркетингової стратегії. Акцентовано увагу на сутності маркетингових досліджень, сферах застосування результатів, отриманих під час проведення досліджень. Наведено класифікацію маркетингових досліджень за критерієм характеру виконання, за типами джерел інформації, за критеріями кількості цілей, виду цілей, за територіальним охопленням, за кількістю представлених інтересів. У статті виділено якісні та кількісні маркетингові дослідження, розглянуто їхні види.

7. У статті систематизовано й узагальнено підходи до визначення маркетингових досліджень, на основі чого сформульовано авторське визначення маркетингових досліджень локального ринку. Розглянуто маркетингове дослідження локального ринку як джерела достовірної та надійної інформації для підприємства. Доведено доцільність використання маркетингових досліджень як центральної керівної функції управління підприємством на локальному ринку. Ключові слова: система маркетингових досліджень підприємства, функції маркетингового управління, маркетингова інформація, процеси маркетингового дослідження на локальному рівні.

8. У статті розглянуто тенденції розвитку українського ринку маркетингових досліджень. Систематизовано переваги та недоліки досліджень, що проводяться в Інтернеті, порівняно з традиційними методами збору інформації. Удосконалено типологію здійснення маркетингових онлайн-досліджень: виділено вибіркові одиниці та визначено типи й методи

проведення досліджень залежно від поставлених завдань. Метою статті є вдосконалення типології проведення маркетингових інтернет-досліджень, систематизація переваг і недоліків онлайн-досліджень порівняно з традиційними методами збору інформації в умовах глобалізації економічного простору.

9. У статті розглянуто сутність питань «маркетинг» та «маркетинговий менеджмент», досліджено особливості функціонування маркетингового менеджменту в сучасних умовах. Основним завданням статті є узагальнення теоретичних підходів до розуміння сутності категорій «маркетинг», «маркетинговий менеджмент» та визначення їх особливостей функціонування. Знання закономірностей та особливостей функціонування маркетингу дозволяє сформувати більш повно систему маркетингу й маркетингового менеджменту, а також визначити інструментарій маркетингу для застосування його на підприємствах загалом та на підприємствах агропромислового комплексу зокрема.

# ДОМАШНЄ ЗАВДАННЯ

## з дисципліни
## «ПРОФЕСІЙНО- ОРІЄНТОВАНИЙ ПРАКТИКУМ ІНОЗЕМНОЮ МОВОЮ»

**1) Знайдіть наукову статтю за темою кваліфікаційної роботи. Прочитайте її та перекладіть. Проаналізуйте статтю за планом:**

1. Назва статті, автор, стиль.
The article I'm going to give a review of is taken from ... – Стаття, яку я зараз хочу проаналізувати з ...
The headline of the article is – Заголовок статті ...
The author of the article is ... – Автор статті ...
It is written by – Вона написана ...
The article under discussion is ... – Стаття, яку мені зараз хочеться обговорити....
The headline foreshadows ... – Заголовок відкриває…

2. Тема. Логічні частини.
The topic of the article is ... – Тема статті…
The key issue of the article is ... – Ключовим питанням у статті є…
The article under discussion is devoted to the problem ... – Стаття, яку ми обговорюємо, присвячена проблемі ...
The author in the article touches upon the problem of ... – У статті автор окреслює проблему ....
I'd like to make some remarks concerning ... – Я б хотів зробити декілька зауважень щодо ...
I'd like to mention briefly that ... – Хотілося б коротко відзначити ...

I'd like to comment on the problem of ... – Я б хотів прокоментувати проблему ...
The article under discussion may be divided into several logically connected parts which are ... – Стаття може бути розподілена на кілька логічно взаємопов'язаних частин, а саме ...

3. Короткий зміст.
The author starts by telling the reader that – Автор починає, розповідаючи читачеві, що
At the beginning of the story the author – На початку історії автор
describes – описує
depicts – зображує
touches upon – зачіпає
explains – пояснює
introduces – знайомить
mentions – згадує
recalls – згадує
makes a few critical remarks on – робить кілька критичних зауважень про
The story begins (opens) with a (the)
description of – описом
statement – заявою
introduction of – поданням
the mention of – згадкою
the analysis of a summary of – коротким аналізом
the characterization of – характеристикою
(Author's) opinion of – думкою автора
author's recollections of – спогадом автора
the enumeration of – переліком
The scene is laid in ... – Дія відбувається в ...
In conclusion the author
dwells on – зупиняється на
points out – вказує на те
generalizes – узагальнює
reveals – показує
exposes – показує
accuses / blames – звинувачує
gives a summary of – дає огляд

4. Ставлення автора до окремих моментів.
The author gives full coverage to ... – Автор дає повністю, охоплює ...
The author outlines ... – Автор описує
The article contains the following facts .... / Describes in details ... – Стаття містить такі факти .... / Докладно описує…
The author starts with the statement of the problem and then logically passes over to its possible solutions. – Автор починає з постановки завдання, а потім логічно переходить до його можливих вирішень.
The author asserts that ... – Автор стверджує, що ...
The author resorts to ... to underline ... – Автор вдається до ..., щоб підкреслити ...

Let me give an example ... – Дозвольте мені навести приклад ...

5. Висновок автора.
In conclusion the author says / makes it clear that ... / gives a warning that ... – Наприкінці автор стверджує / прояснює, що ... / дає попередження щодо...
At the end of the story the author sums it all up by saying ... – У кінці статті автор робить висновок, кажучи ...
The author concludes by saying that ../ draws a conclusion that / comes to the conclusion that – На закінчення автор говорить, що .. / робить висновок, що / приходить до висновку, що…

6. Виразні засоби, що використовуються в статті.
To emphasize ... the author uses ... – Щоб акцентувати увагу ... автор використовує
To underline ... the author uses ... Щоб підкреслити ... автор використовує
To stress ... – Посилюючи
Balancing ... – Балансуючи

7. Ваш висновок.
Taking into consideration the fact that. – Беручи до уваги той факт, що
The message of the article is that / The main idea of the article is… – Основна ідея статті (ідея автора)…
In addition ... / Furthermore ... – Окрім того, …
On the one hand ..., but on the other hand ... – З одного боку ..., але з іншого боку ...
Back to our main topic ... – Повернемося до нашої основної теми
To come back to what I was saying ... – Щоб повернутися до того, що я говорив
In conclusion I'd like to ... – На завершення я хотів би ...
From my point of view ... – Із моєї точки зору ...
As far as I am able to judge ... – Наскільки я можу судити…
My own attitude to this article is ... – Моє особисте ставлення до…
I fully agree with / I do not agree with – Я повністю згоден з / Я не згоден з
It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. – Важко передбачити хід подій в майбутньому, але є деякі підтвердження поліпшення.
I have found the article dull / important / interesting / of great value. – Я вважаю статтю нецікавою / важливою / цікавою / Стаття має велике значення (становить цінність).

**2) Напишіть розширену анотацію до статті англійською мовою (250-300 слів).**

Для захисту завдання здобувачеві вищої освіти необхідно:

• надати викладачеві роздруковану наукову статтю (вказаті вихідні дані до статті, видання, автора, електронну адресу тощо);
• надати роздрукований письмовий аналіз статті, розширену анотацію.