МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ

Факультет культури й виховання
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АНГЛІЙСЬКА МОВА

методичні рекомендації та навчальний матеріал для здобувачів третього (доктор філософії) освітньо-наукового рівня вищої освіти усіх ОПП та спеціальностей МНАУ денної форми здобуття вищої освіти

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ЗМІСТ

ПЕРЕДМОВА

Євроінтеграційні процеси спонукають до оновлення змісту вищої освіти, підвищення наукового рівня працівників народного господарства, вихід на новий якісний рівень потребує створення нових методичних напрацювань для підготовки здобувачів вищої освіти ступеня доктора філософії.

Пропонований навчальний посібник призначений для роботи в групах аспірантів і наукових працівників, які готуються до здачі іспиту з англійської мови. Методичні рекомендації розроблені згідно з Порядком підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах), Типовою програмою Міністерства освіти і науки України, програмою «English for Specific Purposes», що передбачають здобуття мовних компетентностей, достатніх для представлення та обговорення результатів своєї наукової роботи іноземною мовою в усній та письмовій формі, а також для повного розуміння іншомовних наукових текстів з відповідної спеціальності.

Метою посібника є розвиток комунікативних умінь і навичок різних видів мовленнєвої діяльності, а також навичок анотування і реферування наукової літератури.

Посібник складається з чотирьох розділів, кожен з яких містить тематичний словник, декілька оригінальних текстів за темою розділу, а також комплекс вправ, зразки комунікативних ситуацій діалогічного та монологічного мовлення, що відповідають принципам сучасної комунікативної методики.

Активний лексичний і граматичний мінімум визначається темами посібника, має загальнонауковий характер і пов'язаний з науковою роботою.

UNIT 1. UNIVERSITIES AND FURTHER EDUCATION

FOCUS VOCABULARY

graduate (from) - закінчити вищий навчальний заклад
graduation paper - дипломна робота
post-graduate (student) - аспірант
post-graduate studies - навчання в аспірантурі
campus - університетський комплекс
certificate - посвідчення, сертифікат
council - рада
academic council - вчена рада
course - курс (теоретичний)
compulsory course - обов'язковий курс
optional course - необов'язковий / факультативний курс
to take a post-graduate course in - вступити / вчитися в аспірантурі
to design / to tailor course - розробити курс
in-service training course - курс підвищення кваліфікації
curriculum - програма, навчальний план
syllabus - програма (навчання)
department - кафедра, відділення
head of (the) department - завідувач кафедри, керівник відділення
the department of English / the English department - кафедра англійської мови
correspondence department - заочне відділення
full time department - денне відділення
part time department - вечірнє відділення
diploma - диплом
the diploma in higher education - диплом про вищу освіту
education - освіта
higher education - вища освіта, вища школа
further (post-diploma) education - післядипломна освіта
college - коледж
college of higher education - коледж
college of further education / further education college -
college of technology / commerce / art - технологічний, комерційний, художній коледж

technical college - технікум
school - школа, училище, курси
language school - мовні курси
ballet school - хореографічне училище
art school - художнє училище
vocational school - професійне технічне училище
medical school - медучилище
university - університет
pedagogical (teacher-training) університет - педагогічний університет
polytechnical університет - політехнічний університет
technological університет - технологічний університет
medical університет - медичний університет
agricultural університет - агротехнічний університет
Oxford / Cambridge university
London university, but the University of London
faculty - факультет
faculty of arts (arts faculty) - факультет гуманітарних наук (мови, історія,
філософія та ін.)
faculty of social sciences - факультет суспільних наук
faculty of education - педагогічний факультет
faculty of science - факультет природничих наук (біологія, хімія, фізика та ін.)
faculty of engineering - факультет технічних (прикладних) наук
faculty of medicine / law - факультет медицини / права
faculty of economics / history - економічний, історичний факультет
philological faculty or faculty of arts / arts faculty - філологічний факультет
field of study - галузь вивчення
grant - стипендія, матеріальна підтримка
to train - навчати
to train smb. for a job / profession - готувати кого-небудь до професії
laboratory - лабораторія, кабінет
biology / chemistry laboratory - кабінет біології / хімії

staff - штат
teaching / academic staff - професорсько-викладацький склад
teaching / academic staff meeting - засідання кафедри
teaching / academic staff room - викладацька
lecturer - викладач
university teacher / lecturer - викладач університету
senior lecturer - старший викладач
principal lecturer or reader - доцент
junior or assistant lecturer - асистент
tutor - куратор
in-service training of teachers - підвищення кваліфікації викладачів

The term “further education” is associated in many countries abroad with after-school education that is with college and university education. People who undertake “further education” beyond the age of 18 pay fees for their tuition as well as their living costs. In our country “further education” is associated with postgraduate studies, the level which assumes to a larger extent a lot of research work, acquiring knowledge of new methodologies and new trends. Thus in Section I we’ll start discussing the university education in our country and abroad and in Section II proceed to academic degrees and postgraduate studies.

As you know the first universities were founded in the Byzantium in the 5th century (in Constantinopolis and Athens) and in Western Europe in the 12th and 13th centuries. Since then there appeared a number of university types all over the world.

Further on you will find some information about the University system in the English-speaking countries, Great Britain and the USA. It is intended to increase your general knowledge of the problem discussed.

1. **In the text below an international student shares his experience of studying in Britain. He finds the students’ life at the University quite relaxing and enjoyable but the**

requirements seem to be rather demanding. What's your idea of studying at the university abroad?

Studying at the University

Students from others countries that I met at university often took a long time to get used to the system. The university terms lasted only six months' and you were free to do what you liked in the vacations. Attendance of lectures was optional, and the only compulsory assignment was to write an essay once a week and present it to your tutor. The idea was that you were not supposed to be there to obtain an academic qualification, but to extend your knowledge of the subject in your own way. It was all there in the libraries and laboratories and lecture halls if you looked for it. A poor American student who had attended all the tutor's lectures once reproduced them almost word for word in his essay, and the tutor said: "I know what I think. What do you think? The life of an undergraduate was relaxing and enjoyable, but you had to work things out for yourself."

Note: In British universities, there is normally only one Professor for a given subject; other university teachers are called lecturers. They are also tutors when they give individual students classes in small numbers.

1. Is this system similar to that of your country? If not what is the difference?
2. Why do you think people go to university? Do you think they go for the right reasons?
3. What did an American tutor expect his students to do? What similarities and differences have you noticed compared with out system of education?

2. **Read the text and find the answers to the questions that follow it:**

How British Science Is Organized

John B.S.Haldane

The British Association for the Advancement of Science was founded in 1831,and at that time almost every serious scientist in Britain belonged to it. There were so few of them that most of the year's work in a given branch of science could be discussed in a few days. In fact it merited title of "Parliament of Science" which is still bestowed on it by some newspapers.

Since then the situation has completely changed. At present there are a number of societies, for example the Royal Astronomical Society, the Chemical Society, the Genetical Society, the Geological Society and the Physiological Society which are composed of scientists only. Finally there is the Royal Society of London for Improving Natural Knowledge. This has 384 scientific fellows, 49 foreign members, and 15 British fellows. When it was founded nearly 300 years ago, it included every scientist in England, and many others, such as Samuel Pepys, who were interested in science. But now it only includes a small fraction of scientists, and its discussions are less lively than those of the societies concerned with individual sciences. On the other hand, the British Association is concerned with matters other than science. It has sections devoted to psychology, which is still only partially scientific, and to education and economics, which in this country at any rate are hardly so at all. So it has fallen away from its former scientific spirit to a certain extent.

But except for the Royal Society, the scientific societies have not the money to subsidize research. This is done by universities, the government, industrial firms, and endowed bodies. There is no organization of research on a national scale. Some of the government and industrial research is secret, and therefore of no value to science. For science means knowledge.

The British Association is able to spare a few hundred pounds yearly for grants in aid of research. But its main function now is discussion. New results are generally announced at meetings of smaller societies, and the public hears very little of them. Both in Ukraine and in Scandinavia the press has far better scientific news than in Britain.

If science is to advance in this country as it should, we need more democracy in the laboratories, also more democratic control of expenditure on research. This will only be possible if the people are

educated in science, and they are at present deliberately kept in the dark. For a knowledge of science leads to a realization of the huge amount of knowledge which could be applied to the public benefit if industry, agriculture and transport were organized for use and not for profit.

3. **Answer the questions:**

1 Who belonged to the British Association for the Advancement of Science in the 19th century?

2 Were there many scientists there at that time?

3 It merited title of "Parliament of Science", didn't it?

4 Has the situation changed since then?

5 Whom does the Royal Society of London for Improving Natural knowledge include?

6 What issues is the British Association concerned with?

7 It has fallen away from its former scientific spirit, hasn't it?

8 Do the scientific societies have the money to subsidize research?

9 There is no organization of research on a national scale, is there?

10 Does the public hear much of the research results?

11 What is necessary for the science to advance in Britain?

4. **Give some facts from the text to prove the following:**

The British Association is concerned with matters other than science.

5. **Define the main idea of the text**

6. **Do you agree that "Science means knowledge"? Speak on the issue**

7. **English speaking countries, especially Great Britain and America, have much in common in their systems of**

education. But still there is a great difference due to their different cultural and historic backgrounds. Spot these differences after reading the text "Higher education in the USA". How do you account for the diversity of the American system of education?

Higher Education in the USA

For a very long time America has led the world in higher education, quantitatively at least. In 1825 England still had only two universities, Oxford and Cambridge. The United States already had over fifty colleges for a smaller population. By now, in addition to hundreds of junior colleges (with two-year courses), teachers' colleges and special schools, there are over 2,000 universities, colleges or other institutions with four year courses leading to bachelors' degrees, though only some of these postgraduates work as well, for masters' degrees and doctorates.

Out of more than three million students who graduate from high school each year, about one million go on for "higher education". Nearly half of all people aged nineteen are in full-time education, but only half of these successfully complete full four year courses for bachelors' degrees. Some attend junior colleges with two-year courses (from which they may transfer); most start full four-year degree courses. Most students receive federal loans to cover part of their studies; much smaller numbers receive federal grants, or scholarships or bursaries from other sources. Virtually all pay part of their costs themselves, from family contributions or from part-time work or both.

Most college students are in "public" institutions, a minority in "private" ones. Every state has its own full university system, and in a big state there are many separate state campuses, general and special, at different levels. In terms of research output and of Nobel prizes won by academic staff, the most prestigious is the University of California at Berkeley (across the bay from San Francisco). It, and the University's campus at Los Angeles, are two major institutions in the California state system, but there are many dozens of other campuses in that system.

Some of the best-known private universities are the oldest ones in the North East, known informally as the Ivy League. These include Harvard, Yale and Princeton. The research carried on at Harvard and at its newer neighbor in Cambridge, the Massachusetts Institute of Technology, has contributed to the prosperity of the Boston area, though other private and public universities nearby also have some share in this development.

In general the system of higher education in the United States is complex. It comprises four categories of institutions: (1) the university which may contain (a) several colleges for undergraduate students seeking a bachelor's (fouryear) degree and (b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or doctoral degree; (2) the four-year undergraduate institution – the colleges – most of which are non part of a university; (3) the technical training institution, at which high school graduates may take courses ranging from six month to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; (4) and the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges or universities.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. The sheer diversity of American higher education, so baffling to foreigners, baffles many Americans as well. There were, according to the latest official count, 3,075 accredited colleges and universities in the United States. Many of them have their own separate lobbies in Washington: the community colleges, the land-grant schools and other state universities, the former teacher's colleges and regional state universities, the predominantly black schools, the private colleges. Not to mention women's schools and Catholic schools affiliated with dozens of other religious denominations…

8. Ask your fellow-student about himself

1 Who are you? 2 Where did you study? 3 When did you graduate from the University? 4 How long have were studying at the

University? 5 Where do you work? 6 How long have you been working there? 7 What is your field (occupation)? 8 What department do you belong to? 9 In what field do you carry on your research?

9. Speak about your work. Use the questions below as a guide to your talk

A

1 Are you a post graduate (a research) student? 2 When did you take your post graduate course? 3 Have you passed all your examinations yet? 4 When are you going to take your exam in English? 5 Who is your adviser (superviser)? 6 Do you work at your thesis? Have you started working at your thesis? 7 What part of your dissertation have you completed? 8 Have you got any publications on the subject you study? 9 When are you supposed to read (prove) your thesis? 10 What science degree do you expect to get?

B

11 In what field do you do (carry on) your research? 12 Are you a theoretician or an experimentalist? 13 What problems do you investigate? 14 Do you carry on research individually or in a team? 15 What is the object of your research? 16 What methods do you use (employ) in your work? 17 Is it difficult to analyze the results (data) obtained? 18 Can you claim that the problem you studied is solved?

UNIT 2. ACADEMIC DEGREES AND POSTGRADUATE STUDIES

FOCUS VOCABULARY

science - наука
natural science (or the natural sciences) - природні науки
the exact sciences - точні науки
the mathematical science (or the mathematical sciences) - математичні науки
social science (or the social sciences) - громадські науки
science and technology - наука і техніка
scientific - науковий
scientific method / approach / principle - науковий метод / підхід / принцип
scientific work / research - наукова робота / дослідження
scientist - вчений (природничі науки)
scholar - вчений (гуманітарні науки)
learned - науковий
learned society - наукове товариство
learned work / article / language - наукова праця / журнал / стаття
learned paper - наукову доповідь
learned journal - науковий журнал
arts - гуманітарні науки (humanities)
faculty of arts - факультет гуманітарних наук
liberal arts - гуманітарні науки (мова, філософія, історія і т.д.)
research- дослідження, науково-дослідницька робота
to do / carry out / conduct research (on / in / into) - проводити дослідження (по)
to be engaged (in) research - проводити дослідження
research degree - вчений ступінь
research institute - науково-дослідний інститут
research center - дослідний центр
research student - аспірант (postgraduate student)
research subject / topic - тема дослідження
research worker / researcher - науковець

degree - ступінь
to award / confer a degree - присвоїти ступінь
to get / take / receive a degree - отримати ступінь
to hold / have a degree - мати ступінь
first degree - диплом бакалавра наук
Bachelor's degree - ступінь бакалавра
higher degree - вчений ступінь
Master's degree - ступінь магістра
Doctorate degree (PhD) - ступінь кандидата наук
degree of Doctor (Doctor of sciences) - ступінь доктора наук
dissertation / thesis - наукова робота, дисертація
to defend one's dissertation / thesis - захистити дисертацію
to submit a dissertation / thesis for hearing at the session of the Academic Council - представити дисертацію для обговорення на засіданні Вченої ради.
field of study - галузь досліджень

1. **Read and discuss the following text.**

Modern academic education in our country comprises four stages: Bachelor's degree, Specialist's degree, Master's degree, Postgraduate degree. Academic degrees abroad differ in many ways which is the point of our further discussion.

Academic Degrees Abroad

A degree is an academic qualification awarded on completion of a higher education course (a first degree, usually known as Bachelor's degree) or a piece of research (a higher/further degree, doctorate and so on). There exists considerable diversity of degrees in various countries. But in spite of the lack of equivalence of degrees some similarities can be found among certain groups of countries, particularly those of the British Commonwealth, continental Europe, America and the Far East.

One can distinguish the principal types of academic degrees – bachelor, master, and doctor which represent different levels of academic achievements.

The naming of degrees eventually became linked with the subject studied, arts is used for the humanities, science – for natural and exact sciences.

The Bachelor's Degree is the oldest and best known academic degree. Some varieties of bachelor's, or baccalaureate, degrees are Bachelor of Arts (BA) degree and Bachelor of Science (BSc). Abbreviations vary between institutions.

Other baccalaureate degrees offered by most universities are Bachelor of Education, Bachelor of Music, Bachelor of Business Administration, Bachelor of Divinity, Bachelor of Home Economics.

The Bachelor's degree can be attained by students who pass their university examinations or in some case other examinations of equivalent level.

This normally involves at least three years of full-time study after passing the advanced level certificate of education at the age of about eighteen, so most people who become BA, BSc, etc. do so at the age of at least twenty-one. First degrees in medicine require six years of study, some others four.

It is now quite usual for students in subject such as engineering to spend periods during their degree courses away from their academic studies, in industrial location so that they may get practical experience. A student of a foreign language normally spends a year in a country where that language is spoken.

Bachelors' degrees are usually awarded on the basis of answers to several three-hour examinations together with practical work or long essays or dissertations written in conjunction with class work. Degrees are classified. About a tenth (or less) of candidates win first-class, honours degrees, three quarters - second-class, and the rest - third class, or pass without fail. A person studying for a degree at a British university is called an ***undergraduate.***

About 33 per cent of students continue to study for ***degrees of Master*** (of Arts, Science, Education, Business Administration, Music, Fine Arts, Philosophy, etc.). About 45 varieties of Master of Arts and 40 varieties of Master of Science degrees are reported. The degree of Master in general requires one or two further years of study, with examination papers and substantial dissertation.

Bachelors' and Masters' degree can be conferred "with honours" in various classes and divisions, or "with distinction". This is indicated by the abbreviation "(Hons") and is often a prerequisite for progression to a higher level of study.

A minority (about 15 per cent) goes on further, preparing theses which must make original contributions to knowledge, for the most advanced degree of **Doctor of Philosophy (Phd) or Doctor of Science (DSc)**. Abbreviations for degrees can place the level either before or after the faculty or discipline depending on the institution. For example, DSc and ScD both stand for the doctorate of science.

Doctor's degrees in many foreign countries are of two distinct types: **professional or practitioner's degrees, and research degrees.**

The former represent advanced training for the practice of various professions, chiefly in medicine and law. The principal ones are Doctor of Sc. Medicine, Doctor of Dental Science of Dental Surgery, Doctor of Veterinary Medicine, Doctor of Pharmacy, and Doctor of Jurisprudence. These degrees carry on implication of advanced research.

Quite different in character are the research doctorates which represent prolonged periods of advanced study, usually at least three years beyond the baccalaureate, accompanied by a dissertation designed to be a substantial contribution to the advancement of knowledge. The most important of these is the Doctor of Philosophy, which represents advanced research in any major field of knowledge.

Second in importance and much more recent as a research degree is the Doctor of Sc. Education (Ed.D.) It was first awarded by Harvard in 1920, but was preceded by the equivalent Doctor of Pedagogy first conferred by New York University in 1891. The only other earned doctorates of the research type currently conferred by 10 or more institutions are the Doctor of the Science of Law and the Doctor of Business Administration.

2. **Since there is no full equivalence in foreign and native academic degrees system, draw an approximate parallels and compare them. It may be of some interest for you to acquaint yourself with the curriculum and post-graduate training**

programs in other countries. Read the text carefully and find some differences and similarities in the postgraduate course in the United Kingdom and that of our country.

Postgraduate Training Programs

All further education which comes after baccalaureate can be regarded as postgraduate education. It presupposes carrying a lot of research work, acquiring knowledge of new methodologies and new trends. It may lead to either a Master's degree (a three-year program of study) or PhD (usually a two-year course of study).

Postgraduate programmes are either research degrees or taught courses. ***Taught courses*** last one or more years and are either designed so that you deepen your knowledge gained from your first degree or for you to convert you expertise to another field of study. Examples of these include changing to law to become a solicitor and training to become a teacher.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. This may take up the first eight or nine months of the course and is followed by written examinations. A period of research lasting from two or three months usually follows and the results of it are presented in the form of a thesis. Finally, an oral examination is held, lasting perhaps an hour or two, to test the knowledge accumulated throughout the year. Most programmes, which involve classes and seminars, lead up to a dissertation.

Research course is quite a different type of study from a taught course. First of all it lasts longer, for about three years providing Master's or doctorate qualifications. They allow you to conduct investigations into your own topic of choice and are of use in jobs where there are high levels of research and development.

The most well-known research qualification is the Doctor of Philosophy (PhD, a three-year study programme). There is a shorter version called a Master of Philosophy (MPh) which takes the minimum amount of time of two years.

Both of these qualifications require the students to carry out a piece of innovative research in a particular area of study. Also possible is the research based on Master of Science (MSc.) and Master of Arts (MA) degrees. A recent development is the Master of Research (MRes), which provides a blend of research and taught courses in research methods and may be a taken as a precursor to a PhD. It is a common practice for students to be registered initially for the MPhil and to be considered for transfer to the PhD after the first year of study, subject to satisfactory progress and to a review of the proposed research. All research degree programmes involve an element of research training designed to ensure that students are equipped with the necessary skills and methodological knowledge to undertake original research in their chosen field of study. The training programme includes the development of generic skills relevant to the degree programme and a future career. Although the training element is not a formal part of the assessment for the degree, it constitutes an important basis for research and may take up a significant part of the first year.

The start of a research degree involves a very extensive survey of all previous works undertaken in that area. At the same time, if a student is planning to carry out any practical experimentation, the necessary equipment must be obtained. This preliminary part of the study can take up to six months, but it is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. This might be through experimentation, in the case of arts, social sciences or humanities degree. The important thing is that something new must be found.

This second part of the procedure takes about two years in the case of a PhD.

The research is written up in the form of a thesis during the final six months of the three-year period. Typically, this will contain an introduction, methodology, results and discussion. As in the case with taught degrees, the research must then be examined orally. Occasionally, if the examiners are not completely happy with the work

they may ask the candidate to rewrite parts of the thesis. Hopefully, a good supervisor will make sure this does not happen!

3. **What qualities does research demand from postgraduate students, those young people who make up their minds to devote themselves to scientific research? Some of these qualities are mentioned in the text below. Think of the other ones, for example, you may enjoy solving problems, you may have creative abilities or things like that. Are you patient enough, industrious and hard-working for this kind of activity?**

Different types of study require similar qualities from the people who undertake them. Both demand an inquisitive mind that will maintain the motivation to learn and discover new information.

They also both demand a high level of intellectual ability in order to cope with the pressures of understanding the possible complex arguments, facts or theories. Both require a high degree of organizational ability and time management, as so many different things need to be attended to.

4. **Make up English-Ukrainian pairs of words equivalent in meaning:**

to publish, sphere, research, to include, importance, to develop, to collaborate, enterprise, scientific adviser, scientific degree, to be awarded, department, to encounter, branch, research team, data, to participate, to take post-graduate courses, to prove a thesis (dissertation);

захищати дисертацію, навчатися в аспірантурі, опублікувати, область/галузь, бути нагородженим, включати, (наукове) дослідження, важливість, кафедра, зустрічати (ся), дослідницька група, дані (інформація), розробляти, співпрацювати, брати участь, вчений ступінь, науковий керівник, підприємство, галузь.

5. **Find synonyms in the list below, arrange them in pairs:**

1) device, research, technology, branch, obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

2) quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

6. Find antonyms in the list below, arrange them in pairs:

1) theory, to obtain, rapidly, experimentator, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

2) simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced.

7. Read the text to find the answers to the following questions:

a) What does your research deal with?

b) What are you engaged in at present?

Taking a Post-Graduate Course

1 Last year by the decision of the Scientific Council I took post-graduate courses to increase my knowledge in economics. I passed three entrance examinations - in History, English and the special subject. So now I am a first year post-graduate student of the Mykolayiv National Agrarian. I'm attached to the Statistics Department. In the course of my post-graduate studies I am to pass candidate examinations in philosophy, English and the special subject. So I attend courses of English and philosophy. I'm sure the knowledge of English will help me in my research.

2 My research deals with economics. The theme of the dissertation (thesis) is "Computer-Aided Tools for…". I was interested in the problem when a student so by now I have collected some valuable data for my thesis.

3 I work in close contact with my research adviser (superviser). He graduated from the Moscow State University 15 years ago and got his doctoral degree at the age of 40. He is the youngest Doctor of

Sciences at our University. He has published a great number of research papers in journals not only in this country but also abroad. He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser.

4 At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

8. Inform your colleague:

a) what candidate examinations you have already passed;
b) what the theme of your dissertation is;
c) how many scientific papers you have published;
d) if you are busy with making an experiment.

9. Study the text below (work in pairs). One reads the text, another supervises; then post-graduate students change their parts

My research work

I'm an economist in one of the Mykolayiv auditing firms. My special subject is accounting. I combine practical work with scientific research, so I'm a doctoral candidate.

I'm doing research in auditing which is now widely accepted in all fields of economy. This branch of knowledge has been rapidly developing in the last two decades. The obtained results have already found wide application in various spheres of national economy.

I'm intested in that part of auditing which includes its internal quality control. I have been working at the problem for two years. I got interested in it when a student.

The theme of the dissertation is "Internal quality control of audit services". The subject of my thesis is the development of an effective internal quality control system for audit firm services.

I think this problem is very important nowadays as a major portion of public accounting practice is involved with auditing. In making decisions it is necessary for the investors, creditors and other interested parties to know whether the financial statements may be

relied on. Hence there should be an internal control of auditing operations for insuring the fairness of presentation.

My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, professor Shevchenko. She is head of the department at the Mykolayiv National Agrarian University. I always consult with her when I encounter difficulties in my research. We often discuss the collected data. These data enable me to define more precisely the theoretical model of the audit internal quality system.

I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal.

I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates.

I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of the Mykolayiv National Agrarian University. I hope to get a Ph. D. in Economics.

10. Read the text again to find the answer to the following questions:

1 What are you?

2 What is your special subject?

3 What field of knowledge are you doing research in?

4 Have you been working at the problem long?

5 Is your work of practical or theoretical importance?

6 Who do you collaborate with?

7 When do you consult your scientific adviser?

8 Have you completed the experimental part of your dissertation?

9 How many scientific papers have you published?

10 Do you take part in the work of scientific conferences?

11 Where and when are you going to get Ph.D. degree?

11. ADDITIONAL MATERIAL FOR READING

English - Speaking Countries

Science is not licensed profession, and to be counted as a scientist one need not be a Doctor of Philosophy… But a scientist without a Ph.D. (or a medical degree) is like a lay brother in a Cistercian monastery. Generally he has to labor in the fields while others sing in the choir. If he goes into academic life, he can hope to become a professor only at the kind of college or university where faculty members are given neither time nor facilities for research… A young scientist with a bachelor's or a master's degree will probably have to spend his time working on problems, or pieces of problems, that are assigned to him by other people and that are of more practical than scientific interest. Wherever he works, the prospects are slight that he will be given much autonomy and freedom. Having a Ph. D. or its equivalent - a medical degree plus post-graduate training in research - has become in fact, if not in law, a requirement for full citizen ship in the American scientific community.

Leading Research Centres

To be successful as a scientist, it is important not only to have a Ph. D., but to have earned it at the right place. From the standpoint of rightness, American universities may be divided into three groups. The first is made up of those institutions to which the term "leading" may appropriately be applied. They include Chicago, Cal Tech, the University of California at Berkeley, Columbia, Harvard, Illinois, M.I.T. (=Massachusetts Institute of Technology), Michigan, Princeton, Stanford, Wisconsin, Yale, and perhaps two or three others. These are the universities whose professors get the biggest research grants, publish most scientific papers, serve on the most important government committees, win most of the scientific prizes, and are most likely to be acknowledged as leaders in their fields … Ranking just below these twelve are universities like Minnesota and Indiana and U.C.L.A. (University of California at Los Angelos), where scientists and scholars of international renown are also to be found, but in such dense clusters as at Harvard or Berkeley … This is not to say that first-rate scientists are to be found only at first-rate universities - or that are

no second-rate people at Berkeley and M.I.T. But the brightest students, like the brightest professors, tend to be found at the leading universities.

Postdoctoral Study

Although possession of a Ph. D. is supposed to signify that a scientist has learned his trade as a researcher, it is now very common for young scientists to continue in a quasi-student status for a year or two after they get their doctorates …

Older scientists as a rule are very happy to take on postdoctoral students. The postdoc, as he is sometimes called, is like an advanced graduate student in that he does research under the general direction of an older man. But he usually needs much less direction of an older man and he can therefore be much more helpful to an experienced scientist who is eager to see his work pushed forward as rapidly as possible… Postdoctoral trainees can have the further advantage of serving a professor as a middleman in his dealing with his graduate students.

For young scientists themselves, a year or two of postdoctoral study and research has many attractions. For some it is a chance to make up for what they didn't learn in graduate school. For scientists whose graduate training has been good, the chief advantage of doing postdoctoral research is that it gives them a couple of years in which they can put all their effort into research. A postdoctoral fellowship can also be a relatively tranquil interlude between the pressures and intellectual restrictions of life as a graduate student, and the competition and distractions of life as an assistant professor. Many scientists go abroad, not because the training they get will necessarily be better than they would get in the United States, but because a postdoctoral fellowship gives them a chance to travel – often for the first time in their lives.

UNIT 3. CONFERENCES AND SYMPOSIA

FOCUS VOCABULARY

conference - конференція
to hold a conference - проводити конференцію
to organize conference - організувати конференцію
to host conference - бути приймаючою стороною (організатором) конференції
to sponsor conference - спонсорувати конференцію
annual conference - щорічна конференція
regular conference - чергова конференція
forthcoming conference - майбутня конференція
to take part (participate) in conference - брати участь в конференції
participant - учасник
to run under auspices - проходити під егідою (за сприяння)
organizing committee - організаційний комітет
to set up an organizing committee - заснувати організаційний комітет
preliminary announcement - інформаційний лист
paper (s) - наукова робота (и), доповідь (і)
contributed paper (s) - доповіді з ініціативи учасників
invited paper (s) - доповіді на запрошення
poster paper (s) - стендові доповіді
review paper (s) - оглядові доповіді
abstract (s) of the paper (s) - тези доповіді
paper style guidelines - вимоги до оформлення тез
agenda - порядок денний
tentative / provisional agenda - попередній порядок денний
on the agenda - на порядку денному
agenda items - пункти порядку
letter / notification of acceptance or rejection - повідомлення про прийняття
(доповіді) або відмови
registration - реєстрація учасників конференції
registration fee - внесок учасника

location and hours of - час і місце реєстрації
conference proceedings - збірник праць конференції
opening / welcoming address - вступне слово
working language - робоча мова
speaker - доповідач
to deliver / present a report - виступити з доповіддю
simultaneous translation - синхронний переклад
to take the floor - виступити, взяти слово
plenary session - пленарне засідання
workshops - секційні засідання / майстерня / семінар
discussion - обговорення
panel discussions - обговорення доповідей фахівцями
round-table discussion - обговорення за «круглим столом»
issue / problem under □ - обговорювана проблема
to exchange opinions (on) - обмінятися думками
to talk shop - говорити на професійні теми
reasoning - хід думок судження
social program (me) - культурна програма
to arrange a visit - організувати візит
to fix the date - встановити дату
to close a conference - закрити роботу конференції
final sitting / session - заключне засідання
closing speech - заключне слово

1. **Match English words and word-combinations with the corresponding Ukrainian ones**

1 To take place; 2 committee chairman; 3 secretary-general; 4 call for papers; 5 short abstract; 6 extended extract; 7 summary of the presentation; 8 manuscript of the paper; 9 attendee; 10 accommodation; 11 information desk; 12 key- note speaker; 13 session; 14 review paper; 15 exhibition; 16 proceedings of the conference; 17 scientific associate; 18 full member of the Academy of Science; 19 to lecture; 20 to take the floor; 21 to take part in; 22 poster session; 23 scientific contribution; 24 contributed paper; 25 digest panel discussion.

1 Стендове засідання; 2 довідкове бюро; 3 наукова доповідь; 4 огляд матеріалів; 5 основний доповідач; 6 мати місце; 7 збірник матеріалів конференції; 8 виступити; 9 брати участь; 10 читати лекцію; 11 голова комітету; 12 автореферат; 13 учасник; 14 генеральний секретар; 15 коротка теза; 16 дійсний член Академії наук; 17 детальна теза; 18 засідання; 19 виставка; 20 науковий співробітник; 21 рукопис доповіді; 22 дискусія за участю провідних фахівців; 23 місце проживання; 24 запрошення на надсилання матеріалів для публікації; 25 науковий внесок.

2. Arrange in pairs the words which are close in meaning

1 participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions.

2 to submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

3. Arrange the following words in pairs of antonyms

1 success, dependence, in general, interested, significance, order, approximately, to win, up-date equipment, theoretician, formal discussion, include.

2 exclude, out-date equipment, failure, disinterested, disorder, accurately, practitioner, independence, in particular, insignificance, to lose, informal discussion.

4. Translate the following sentences into Ukrainian paying attention to the Subjunctive Mood

1 I would like to discuss the concept of free market economy in this paper. 2 We would also welcome general summaries and reviews. 3 I would welcome any specific ideas on the topic for discussion. 4 I would like to start not with statements but with questions. 5 Could you make the picture brighter? 6 I would like to

stress that this paper would not have been written if I hadn't received critical remarks of my research adviser.

5. **Answer the following questions so that the answers would make a comprehensive account of your participation in the work of some scientific gathering**

1 Have you ever had an opportunity to be present at a large scientific gathering? 2 Was it a regional or a national (international) conference (congress)? 3 When and where was it held? 4 Who was its president? 5 What was the most interesting paper presented at this scientific meeting? 6 How long did this conference last? 7 How many simultaneous sessions were held on the same day? 8 Was there any reception held after the final session? 9 Did you or any of your colleagues present papers at this conference? 10 Was your paper a success? 11 Was it discussed in detail? 12 Were there any discussions of general interest held during this conference? 13 What is your general impression of the conference?

6. **Read the text and give Ukrainian equivalents to the underlined words and word -combinations. Find the answers to the following questions**

a) What are invited and contributed papers?

b) What is the difference between an abstract and a summary of the presentation of the paper?

c) Do you have any papers published in a Digest?

Call for Contributed Papers

The conference will contain both invited and contributed papers. A number of contributed papers covering original unpublished work on the meeting subjects will be accepted for presentations. Each author will be expected to submit the following material on the paper supplied:

- A 50-word abstract of the paper for the meeting program;

- A summary of the presentation. This summary of up to four pages will be reproduced from the material submitted by the author.

Summaries of all accepted papers will be printed as submitted in a Digest of the meeting which will act in a lieu of a conference proceedings. The Digest is to be distributed at the Conference.

Completed abstracts and summaries must be received by the Organising Committee by June 1, 2005.

7. Use the following speech patterns and make up:

A comparison of … with … is made A method of … is proposed	Робиться порівняння з ... Пропонується метод ...
An approach to estimating … is present	Дається підхід до оцінки ...
An attempt to … is made	Робиться спроба ...
Data on … are discussed	Обговорюються дані по ...
Discussion will focus on the problem of …	Обговорення буде сфокусовано на ...
Present data encompass a period of …	Справжні дані охоплюють період ...
The design of the experiments was to reveal …	Експерименти були спрямовані на виявлення ...
The effect of … on … is discussed The methods used for … are discussed	Обговорюється вплив ... на ...
The most important results are as follows …	Описуються методи, використовувані для ...
This paper aims at …	Найважливіші результати мають такий вигляд ...
This paper comments briefly on …	У цьому звіті має на меті ...
This paper concerns /considers/ deals with	У цьому звіті даються короткі зауваження з приводу ...
This paper examines… This	У цьому звіті розглядається ...
	У цьому звіті досліджується

study is an attempt	Це дослідження є спробою
…	...
We have been able to show that …	Нам вдалося показати, що ...

8. Study the text below.

The World Conference on Computers in Education

The World Conference on Computers in Education took place in Switzerland last month. This Congress brought together more than 1000 people concerned with their development and use in primary, secondary and university education, as well as in vocational training. This Conference was organized by the Swiss Federation of Automatic Control, on behalf of the International Federation for Information Processing (IFIP), and had the backing of UNESCO and the Intergovernmental Bureau for Informatics (IBI, Rome), which were offering to support participants from developing countries, preferentially those who wished to present a paper.

In addition to the Congress, a youth world computer programming tournament was being held in different countries; the national winners were invited to present their entry at the Conference.

At the same time, an exhibition was set up to present educational material and a range of hardware and software, going from the smallest personal computer to the largest distributed informatics network, a concrete illustration of the multiple resources of these techniques applied to teaching and education.

The Conference put the accent on the relations between informatics and the teaching of other disciplines (computers in the teaching of physics, humanities at school, engineering, economics and social sciences), on instructional techniques (large scale experiments in computer aided learning - CAL) and on the impact of new technologies. Moreover, the social impact of informatics on teachers and students, as well as on leisure were discussed during the conference.

Other contributions presented reviews of national policies and models of computer education; a special emphasis was put on the

identification of the needs of developing countries and on the definition of the means to meet them.

9. Read the text again and find the answers to the following questions

1 When did the World Conference on Computers in Education take place? 2 This Congress brought together people concerned with the development of computers in education, didn't it? 3 How many participants took part in the Conference? 4 The Conference was organized by the International Federation for Information Processing (IFIP), wasn't it? 5 What organization offered support to participants from developing countries? 6 A youth world computer programming tournament was being held in different countries, wasn't it? 7 The national winners of this tournament were invited to present their entry at the Conference, were they not? 8 What exhibition was set up at the Conference? 9 What did the Conference put the accent on? 10 The social impact of informatics on teachers and students, as well as on leisure was discussed during the Conference, wasn't it? 11 Did other countries present reviews of national policies and models of computer education? 12 Special emphasis was put on the needs of developing countries, wasn't it?

10. While taking part in the discussion the participants are supposed to make use of the following colloquial phrases:

I should (would) like to ask you…
I should (would) like to ask you a question…; I am going to ask you a question…
I have a question…
I have a question and a comment (a remark) to make.
I should (would) like to know…
I should (would) point out (emphasize) that …
I think (suppose, presume) that …
I believe that…
I must say that…
I have (every good) reason to believe that…
Do you consider that…

What is your opinion on..?
In my opinion…; as to me…; as for me…; to my mind…
What in your opinion is the reason for..?
I hold (am of) the same opinion.
I could comment on the question.
Would you tell us how…
That's right; exactly; quite so; quite right; quite true
If I understand you correctly…
If I am not mistaken…
Do I understand you correctly that..?
Do you agree to that?
I (quite, fully, entirely) agree with you; I think so, too.
I don't think so; I don't agree; I disagree.
I can't (very well) agree with you.
I can't but agree with you.
Do you agree to that ..?
I'm afraid, you are wrong there.
I doubt that…
It's unlikely that…
I'm (particularly) interested in this problem.
I wonder why…
The speakers are invited (welcome) to be brief (I invite the speakers to be brief).
Will you allow me to take the floor, please.
Could you clarify your point of view?
as a matter of fact
taking into consideration…

11. Below you will find the text contributed by one of the former postgraduates who wanted to share his experience in attending a conference:

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with the view of supplying potential participants with general information about the conference.

From the announcement I learnt such important things as the main programme of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline. Finally, my abstract was accepted and I started preparing my report. I will never forget the first conference day. The conference started at 9 a. m. with the registration of attendees. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my specific field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

12. Check the knowledge of the topical vocabulary identifying English equivalents for the following Ukrainian ones:

отримати запрошення
брати участь в конференції
поділитися досвідом
під егідою
бути організатором конференції
зацікавлені установи
інформаційний лист
пленарне засідання
секційна робота
робоча мова конференції
організаційний внесок
тези доповіді
зробити повідомлення
обговорення за «круглим столом»
стендові доповіді
культурна програма
підводити підсумки роботи конференції
заключна промова

13. Translate the sentences from Ukrainian into English and try to use them while speaking about your personal experience in attending a conference.

1. Міжнародна науково-практична конференція з правового забезпечення створення вільних економічних зон пройде у

Миколаївському національному аграрному університеті в травні.
2. Приймаючою стороною конференції виступить МНАУ.
3. Організаційний комітет уже розіслав інформаційний лист всім зацікавленим установам.
4. Інформаційне лист містить відомості про приблизну програму конференції, дату і місце проведення, вимоги до оформлення тез, умови оплати витрат на проїзд і проживання.
Як правило, приймаюча сторона надає учасникам конференції житло за мінімально можливою ціною, але не покриває витрати на проїзд.
6. Після закінчення роботи конференції друкуються тези доповідей.
7. На пленарне засідання виносяться найбільш значущі доповіді запрошених учасників, надіслані повідомлення заслуховуються на секціях. За доповідями слідують дебати, питання.
8. Доповідачу необхідно дотримуватися регламенту, оскільки на доповідь надається не більше десяти хвилин.
9. Сьогодні великою популярністю користуються так звані стендові доповіді.
10. Будь-яка конференція надає можливість обмінятися думками з актуальних наукових проблем, доповісти про отримані результати.
11. Молодому вченому дуже корисно брати участь в обговореннях наукових проблем за «круглим столом», висловлювати свою точку зору, підтримувати або виступати в ролі опонента.
12. Учасникам конференції пропонується різноманітна культурна програма: організовуються зустрічі, екскурсії, відвідування пам'яток міста.
13. Після закінчення роботи конференції проходить заключне засідання, де з заключною промовою виступає головуючий, і підбиваються підсумки роботи.

14. Speak on the latest conference you've attended according to the given plan:

– preliminary announcement;
– the conference status;
– who hosted the conference;
– who sponsored the conference;
– when was the conference held;
– number of participants;
– registration fee;
– accommodation provided;
– problem field of the conference;
– conference agenda;
– ways of presenting one's …;
– plenary session; workshops;
– conference proceedings.__

15. Comment the following issues:
– role of the conferences in young researchers' lives;
– function of an organizing committee;
– requirements to submitted abstracts and papers;
– your personal experience in attending conferences;
– your first report delivered at a conference.

UNIT 4. SUMMARY

FOCUS VOCABULARY

the present paper	дана стаття
the theme (subject-matter)	тема
the main (major) problem	основна проблема
the purpose	мета
the basic principle	основний принцип
problems relating to; problems of	проблеми, пов'язані з
similarly; likewise	аналогічно
hence; therefore	тому, отже, в результаті цього
on the contrary	навпаки
	проте

nevertheless; still; yet	крім того
besides; also; again; in addition; furthermore	спочатку
at first	далі, потім
next; further; then	нарешті, тож
finally	коротко
in short; in brief	

1. Remember the following algorithm of summarizing

1 Побіжний перегляд тексту та ознайомлення з його загальним змістом.

2 Більш уважне читання тексту, визначення значення незнайомих слів за контекстом або за словником.

3 Змістовний аналіз тексту і розподіл матеріалу статті на три групи за ступенем його важливості

- I група Найбільш важливі повідомлення, що вимагають повного і точного відображення в рефераті
- II група Другорядна інформація, передана в більш скороченому вигляді
- III група Малозначима інформація, яку можна опустити

4 Організація відібраного матеріалу, мовна обробка і виклад

2. Learn the following words and word-combinations used for retelling of the text and its summarizing

Цілі написання статті:

1 The object (purpose) of this paper is to present (to discuss, to describe, to show, to develop, to give)…

2 The paper (article) puts forward the idea (attempts to determine) …

Питання, що обговорюються в статті:

1 The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of) …

2 The paper (article) is concerned with (is devoted to) …

Початок статті:

1 The paper (article) begins with a short discussion on (deals firstly with the problem of) …

2 The first paragraph deals with …

3 First (At first, At the beginning) the author points out that (notes that, describes)…

Перехід до викладу наступної частини статті:

1 Then follows a discussion on …

2 Then the author goes on to the problem of …

3 The next (following) paragraph deals with (presents, discusses, describes) …

4 After discussing … the author turns to …

5 Next (Further, Then) the author tries to (indicates that, explains that) …

6 It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that) …

Кінець викладу статті:

1 The final paragraph states (describes, ends with) …

2 The conclusion is that the problem is …

3 The author concludes that (summarizes the) …

4 To sum up (To summarize, To conclude) the author emphasizes (points out, admits) that …

5 Finally (In the end) the author admits (emphasizes) that …

Оцінка статті:

In my opinion (To my mind, I think) …

The paper (article) is interesting (not interesting), of importance (of little importance), valuable (invaluable), up-to-date (out-of-date), useful (useless)…

3. Make a summary of any article you are interested in using the summarizing algorithm

4. Write an abstract of your own article, using an abstract writing algorithm

5. Vocabulary to be used in discussing a scientific publication

1. The book (volume, handbook, text-book, article, essay) to be discussed is The discussed book (volume, etc.) is …
2. The articles represent papers (reports) given at the conference.
3. The author (editor, publisher) of the book is … The contributor of the journal (magazine) is …
4. The book was published (edited) in 19…

The article originally appeared in (the Soviet Union; in Ukrainian, in a journal).

5. The author is a well-known (distinguished, outstanding) scientist in the field of…

The author is a Nobel prize winner (State prize winner).

6. The title (name) of the book is …

The heading of the chapter (section, part) is …

The headline (title, name, heading) of the newspaper article is …

7. The book consists of … (10) chapters (sections, parts, articles, contributions).

The book contains (includes, falls into) … (3) parts.

8. The book contains a summary (a treatment of …, a list of references, a large amount of useful information).
9. The book is addressed to scientific workers (professional scientists, interested laymen, undergraduates, post-graduates,

those working in the field of …, those studying the problems of …, those familiar with the field of …, those approaching the problems of …).

10. The book is written for researchers.
11. Reference is made to workers (works) in.
12. The subject of the book is … (includes …, is reviewed, is covered). The topic (theme) of the book is …
13. The topic of the research (investigation, thesis) is …
14. The subject matter of the book relates to (includes, is devoted to) … The subject matter of the book falls into two parts.
15. The book (the author) discusses (deals with, is concerned with, covers, considers, gives consideration to, describes, gives an accurate description of, outlines, emphasizes, places emphasis on) the problem of …
16. The book provides the reader with some data on … (some material on …, some information on …, an introduction to …, a discussion of …, a treatment of …, a study of …, a summary of …, some details on …, a useful bibliography, a list (set) of references, key references).
17. A careful account is given of …
18. A detailed description is given of the theory method of … A thorough description is given of Much attention is given to …
19. Little attention is given to …
20. Of particular (special, great, little) interest is the method of … Of particular interest is the theory (discussion, treatment) of …
21. Of great (little) importance is the method of …
22. It is notable (noteworthy, praiseworthy, fortunate, unfortunate, a mistake, a slight disappointment, to the author's credit) that …
23. The author has succeeded in showing (providing, presenting) the results of …
24. The author failed to show (to exhibit, to provide, to present, to give an account of, to direct our attention to)…
25. The author (editor, publisher, proof-reader) is to blame for the drawbacks in the book.

26. The book suffers from some mistakes (errors, limitations, shortcomings, careless proof-reading).
27. In spite of these drawbacks the book is a useful reference work (a valuable source of ready information).
28. In spite of these hawbacks the book was useful to (helpful to) …
29. The book begins with a discussion of (chapter on, introduction to, introductory discussion of) …
30. The book begins with introductory notes (remarks).
31. The book ends with a discussion of …
32. In conclusion (in summary, summarizing) the author …
33. The purpose (aim, object) of the book is to provide …
34. The book aims to provide (acquaint, present, show) …
35. The book is profusely (poorly) illustrated with diagrams (tables, colour plates, photographs, sketches).
36. The author (editor) is to be congratulated on the success of the book (the timeliness of the book, producing this book).

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