Смалько Л. Є.,

Гусак Л. Є.,

Яцишин Н. П.

ОСНОВИ НАУКОВИХ КОМУНІКАЦІЙ

ІНОЗЕМНОЮ МОВОЮ

**навчально-методичне забезпечення
для студентів-магістрів гуманітарних спеціальностей
вищих навчальних закладів**

Луцьк – 2010

Рекомендовано до друку методичною радою
Волинського національного університету ім. Лесі Українки
(протокол №10 від 22 червня 2010 р.)

Укладачі:

Л.Є. Смалько, кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних спеціальностей ВНУ ім. Лесі Українки**;**

Л. Є. Гусак, кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних спеціальностей ВНУ ім. Лесі Українки**;**

Н. П. Яцишин, кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних спеціальностей ВНУ ім. Лесі Українки.

Рецензенти:

Н. В. Єфремова, кандидат філологічних наук, доцент кафедри практики англійської мови ВНУ ім. Лесі Українки;

М.І. Гей, кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних спеціальностей ВНУ ім. Лесі Українки.

Навчально-методичне забезпечення вивчення курсу „Основи наукових комунікацій іноземною мовою" містить добірку текстів і вправ для розвитку навичок писемного і усного спілкування відповідно до стандартів сучасного англомовного наукового дискурсу.

Видання призначено для студентів-магістрів та викладачів.

ЗМІСТ

Preface

English has become the uncontested number one foreign language in popularity in Ukraine, as the country quickly merges into the global marketplace. The English language is the language of the international scientific journals and conferences and has actually become academic lingua franca promoting cooperation of scientists and scholars all over the world. A person is more likely to be in touch with the latest thinking and research in a subject by learning English rather than learning any other foreign language. If most students are going to encounter English in their research and periodicals it is suggested then it makes sense to teach advanced courses of academic writing in that language.

The main goal of this manual is to equip the students for Master degree with necessary practical skills and writing abilities of scientific communication. Thus the main tasks of the course are:

- development of the communicative skills in the scientific sphere;
- effective reading of academic literature;
- writing different genres of the scientific discourse (conference abstracts, summaries, research paper, grant proposals, etc).

The manual contains texts, tasks, examples and exercises all designed to help the graduates to master techniques of writing scientific papers, thesis, articles, develop their skills of participating in scientific discussions and arguments, learn cultural differences in writing and presentation of research papers.

The tasks designed for this manual can be useful for independent and individual work as well as self-control in the course of learning the essentials of scientific communication. It is especially actual in the context of credit – module system of learning and teaching.

The manual consists of 5 units. The first Unit considers the reasons for popularity of English in the scientific sphere and contains the set of tasks and exercises aimed at the development of speaking skills. The second Unit is entitled "Peculiarities of the English academic style (vocabulary and grammar important features of academic texts)". Unit 3 presents samples of different major. English academic genres, useful phrases and exercises aimed at mastering of academic writing patterns. Unit 4 involves texts for reading and writing assignments. And the fifth Unit gives examples of module tests, questions for final test.

The manual is designed for 36 academic hours of class work and approximately the same time for students doing all their home assignments, tasks for individual work and self-learning.

Finally, it is worthy of notice that the manual and all the Units in it are designed on the basis of integrated skills approach. Writing, reading and speaking organically merge and provide support for each other, thus giving possibility to develop learner's both writing, speaking and reading skills.

Характеристика навчального курсу
"Основи наукових комунікацій іноземною мовою"

Напрям, спеціальність, освітньо-кваліфікаційний рівень	*Характеристика навчального курсу*
Напрям: *гуманітарні спеціальності* Освітньо-кваліфікаційний рівень: *магістр*	Кількість кредитів ECTS: *1* Загальна кількість годин: *50* Тип курсу: *обов'язковий* Рік підготовки: *5* Семестр: *9* Практичні заняття: *36 год.* Індивідуальна робота: *8* Самостійна робота: *8* Модулів: *4* Змістових модулів: *5* Залікових кредитів: *1* Вид контролю: *підсумковий залік*

Структура залікового кредиту курсу

Змістовий модуль	Кількість годин, відведених на:		
	Практичні заняття	Самостійну роботу	Індивідуальну роботу
ЗМ 1. English as the world language of research and education	6	2	2
ЗМ 2. Scientific English language strategies	10	3	3
ЗМ 3. Genres of scientific writing	10	1	2
ЗМ 4. Typical structure of the research papers and grant proposals	10	2	1
Всього:	**36**	**8**	**8**

UNIT 1.

ENGLISH AS THE WORLD LANGUAGE
OF RESEARCH AND EDUCATION

English is now considered to be the world language of science, technology, and education. In fact, it has become a lingua franca, that is a common language used for communication over areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world.

In this introductory Unit you are invited to reflect upon and discuss the role of English for information search and effective communication in your field.

I. Reading

The following text is an excerpt from the article "Brave New English?" by Barbara Seidlhofer from University of Vienna. It was published in The European English Messenger, the newsletter of the European Society for the Study of English (ESSE). While reading, pay attention to the main matters the author considers in this article and try to scan the information as to the reasons for popularity of English and its importance for intercultural, scientific and formal communication.

The English Language and the others

Barbara Seidlhofer
University of Vienna

The status of English is clearly a matter of much current debate, disturbing comfortable traditional assumptions about what it is we teach in its name. We only need to look at the articles making up the section 'The Boundaries of English' in *The Messenger* of Autumn 2000 to see most of the contentious issues mentioned that confront the areas of linguistics and literature within 'English' Studies at the beginning of the 21st century. Indeed, some of their headings and subheadings read like an agenda for addressing questions and consequences arising from the global spread of English: Mufwene's 'the ecology of linguistic contacts' (p. 12) and 'extending the franchise' (p.14), Alexander's 'does nationality matter?' (p.17) and 'who's in, who's out?' (p.18) and Ickstadt's 'globalisation and the national paradigm' (p.19). Another issue is, of course, the use of English as an international language, or English as a lingua franca. The two quotations above sum up the main opposing positions regarding this role of the language. On the one hand, the British government sees the use of English as a lingua franca as a national achievement, believing that they should 'capitalise' on the 'advantage' of 'native speakers'. On the other hand, there is the view that English as an international language has, by definition, become independent of its origins.

In academia (as opposed to the domains of business and politics) it is the latter view that predominates: the current discourse of English Studies is characterised by notions of multiculturalism, polymodels and pluricentrism (cf. Bergonzi 1990, Bhatia 1997, Kachru 1992, Smith & Forman 1997), and 'English' has taken on new meanings when talking about literatures in English' and 'World Englishes'. Indeed, the leaflet announcing the first ESSE conference in

1991 stated that "The European Society for the study of English has been founded to encourage European understandings of English languages, literatures and cultures". (qu. in McArthur 1998: 67).

On the whole, 'English' has indeed become 'Englishes' (at least to a certain extent) in many literature and linguistics courses since the arrival of postcolonial literatures and World Englishes on the curriculum, but 'English' is still a rather fixed entity in the singular when it comes to teaching and using the language as such. The changed status of the language is thus something that Anglicists are aware of, but are not expected to reflect in their own language use. The language 'English' is still largely considered the main knowledge base and reference point, and indeed it is often the only unifying element in departments inhabited by scholars who research and teach – if I take my own department as an example – in such diverse areas as American road movies, the Irish country house, travesties of Shakespeare's plays, cognitive semantics, 'selfish memes', macaronic texts, it-clefts, and content-based language teaching. What these have in common is that they deal with English as it is used by its native speakers, usually either in the UK or in the US. And it is this which also provides the yardstick against which students' work is judged, in essays about topics in linguistics, literature, cultural studies as well as in their language proficiency examinations.

Discussions of the fundamental issues arising from the global spread and use of English have, at long last, found their way into European university courses, and I have witnessed many a lively seminar debate about cultural, ecological, socio-political and psychological questions arising from 'English as a global language'.

In my own department, there are courses on World Englishes familiarising students with research into 'indigenised varieties'. Students read about 'the future of English' and learn that those who speak English alongside other languages outnumber first-language speakers and so 'will determine its world future' (Graddol 1997:10). In our applied linguistics courses, many students get interested in 'the cultural politics of English as an international language' (Pennycook 1994) and 'linguistic imperialism' (Phillipson 1992), discuss proposals for 'resisting linguistic imperialism in English teaching' (Canagarajah 1999) and are encouraged to question native speakers' 'ownership of English' (Widdowson 1994) and to recognise the strengths of 'the non-native teacher' (Medgyes 1994). But then, these very same students go from their applied linguistics course to a room next door for their English language class, where they are taught, and are usually eager to learn, English idiomatic expressions and proverbs originating in the UK and the US as well as American English and English English intonation patterns, th-sounds and flapped t's; and they consult the *Longman Dictionary of English Language and Culture,* which, the advertisement claims, will enable them to 'get into the Head of the Native Speaker'.

What constitutes a valid target in most classroom English language teaching is still fletermined with virtually exclusive reference to native-speaker norms.

II. Vocabulary development
1) Find these words and word combinations in the text. Suggest proper translation of them into Ukrainian. Use them in the sentences of your own. Memorize them.
Global lingua franca; native speakers; irrelevant; headings and subheadings; consequences; extend the franchise; sum up the main opposing positions; on the other hand; the latter / former view predominates; multiculturalism; core area; to be aware of; reference point; content – based language teaching; language proficiency examinations; fundamental issues; recognize the strengths of non-native teacher; idiomatic expressions; will enable them to …; expose students to new ideas about researching; constitute a valid target; reference to native-speaker norms; to sharpen the focus on; provide the basis for; the scope of descriptions; the first large-scale effort to study …; importance of intercultural communication; hitherto; actually used worldwide; for historical and socioeconomic reasons; are regarded as; complementary linguistic research.
2) Write a short summary of the text.

III. Discussion

1) Read the information about learning English.

People who speak English fall into three groups: those who have learnt it as their native language; those who have learnt it as their second language in a society that is mainly bilingual and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's population belongs to one of these three groups.

2) In group of 3-4 discuss what group of people you belong to.

3) To have a good command of English, it is necessary to learn and improve it constantly. In groups of three, discuss "What are your ways of learning English?"

   o   What are you strategies of learning grammar (learning grammar rules, doing exercises, practicing grammar phenomena in oral speech)?
   o   What are your strategies of learning vocabulary: resisting words in vocabulary, differentiate the class of words, explain the meaning or the definition of words), etc.?
   o   Which of the language activities do you find the most useful (practicing speaking in groups, listening to the teacher, listening to a cassette, reading texts (newspapers) literature, doing exercises)?

4) Read the excerpt from a newspaper article. Write down possible arguments for and against the role of English as the Latin of modern world. Discuss your arguments in the group.

   Tedd Wragg, Professor of Education at Exeter University said: "The Internet has hammered the final nail in the coffin of language teaching. It has made English the Latin of the modern world. This generation realizes that English is increasingly the world language".

English as the World Language
of Research and Education

Read the newspaper article and answer the questions that follow. While reading, try to insert the omitted words that are above the text. Sentence numbers have been added here for ease of reference.

interpreted	claimed	varieties
customize	expertise	dominant
ambiguities	prerogative	converse

Englishes are the International Language

[1]"English language _____ is becoming a priority academic/professional requirement whether international higher education graduates choose to return to the home countries or whether they choose to stay in the United States", s Joan Morley.
[2]"English is today the _____ language in science and technology, medicine and health care fields, commerce, business and industry, and much more. [3] It should come as no shock to find that three-quarters of the weld's information stored in computer banks is in English".
[4]According to a recent *Wall Street Journal* article, a billion persons in the world are able to speak English, with more speaking it as a foreign language than as their mother tongue. [5]But the language that non-native speakers actually speak can be thought of as many different Englishes. [6]Some speak only about computers, or oil, or commodities trading or swine; they _____

English into forms useful for specific purposes, and those who speak these forms are usually unable to _____ comfortably about matters outside their field of interest. [7]Phrases like "get the hang of it", "to go along with", and "getting at", for example, mystify many non-native speakers.

[8]_____ in English can even be deadly. [9]An air traffic controller in Madagascar radioed, "Clipper 1736 report clear of runway". [10]The pilot _____ that as clearance for takeoff, rather than an order to report that he had cleared the runway, collided with an incoming airliner, and 600 people died. [11]Such linguistic mistakes have _____ at least 3,000 lives, an expert told the *Journal.*

[12]Alan Firth, a British scholar who specializes in foreign _____ of spoken English, told the *Journal:* "What happens to this language is no longer our _____ . [13]English is no longer our possession. [14] It's not a monolith. [15] It's in an incredible state of flux".

1. *Can you explain the grammar of the title ("Englishes" in the plural and "language" in the singular)?*

2. *Do you agree that there are different Englishes? Is there a Ukrainian English? If so, what are its features?*

3. *Do you think the role of the English language is increasing in Ukraine? Provide some examples of its functioning in different spheres of life in your country.*

4. *Is English a leading language in your field of study? How often do you use English for information search as compared with Ukrainian?*

5. *Are you mystified by the phrases "get the hang of it", "to go along with", and "getting at"? Can you explain their meaning?*

6. *Can you retell in your own the tragic linguistic mistake described in the text?*

IV. Writing
Write an essay "The role of English in my research work".

UNIT 2

LEXICO-GRAMMATICAL PECULIARITIES
OF THE ENGLISH ACADEMIC STYLE

This Unit will help you to master important linguistic features of English academic discourse and to review some general language peculiarities (vocabulary and grammar) essential for writing and speaking.

Scientific Prose Style

Reading (theoretical items)
The following text gives you certain important information about the language of science and its most noticeable features. Memorize this information and do the assignments given after the text.

Scientific style is employed in professional communication to prove a hypothesis, to create new concepts, to disclose the laws of phenomena. etc.

"The proper medium of scientific prose is … a generalized language that may be defined as a symbolic algebra of which all known languages are translations. One can adequately translate scientific literature because the original scientific expression is itself a translation" (E. Sapir).

The first and most noticeable feature of this style is the logical sequence of utterances with clear indication of their interrelations, and interdependence. It will not be an exaggeration to say that in no other functional style do we find such a developed system of connectives (logical connectors) as in scientific prose. Logical connectors (transitional expressions) are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. They are thus guideposts for readers that help them to better follow the text. As transitional expressions they may be grouped according to their meaning and function (Time: first, next, finally; Space: above, what is more, next to, etc.; Addition: moreover, furthermore, etc.; Contrast: however, besides, etc.; Comparison: likewise, similary, etc.; Conclusion: thus, therefore, etc.).

The second feature, perhaps, the most conspicuous, is the use of terms specific to each given branch of science. No other field of human activity is so prolific in coining new words as science is.

The third characteristic feature of scientific style is what we call sentence – patterns. They are of three types: postulatory, argumentative and formulative.

The next feature, which makes scientific style distinguishable from others is frequent use of foot-notes.

The impersonality of scientific writings can also be considered a typical feature of this style. This quality is mainly revealed in the frequent use of passive constructions. The impersonal passive constructions are frequently used with the verbs *suppose, assume, presume, point out, infer*, etc. as in 'It should be pointed out', 'It must not be assumed', 'It must be emphasized', 'It can be inferred', etc.

Formal academic English will normally avoid:
- contractions (won't = will not)
- addressing the reader directly e. g. (The data can be seen)
- phrasal verbs (find out = discover)
- adverbs in the initial of final positions (the middle position is preferable)
- inappropriate negative forms (not … many → few, not … much → little)
- short forms of the words or slang (exam → examination)
- figures at the beginning of the sentence (97 people → ninety-seven people)

Academic writing tends to avoid personal pronouns (I or we) for framing a piece of writing and shows preference toward impersonal style.

The characteristic features enumerated above do not cover all the peculiarities of scientific prose, but they are the most essential ones.

Assignments for checking up comprehension
of the text and self-control

Task 1. *Consider the research papers titles given below and decide which of them were written by an English professor and which by a Ukrainian colleague? Give your arguments.*
1. On the problem of Mastering Academic Writing in Foreign Languages
2. Mastering Academic Writing in Foreign Languages: Problems, Solutions and Costs.
3. Teaching of English Academic Writing Gives Important Benefits.
4. Teaching of English Academic Writing as an important pedagogical Activity.

Task 2. *Compare the following pairs of sentences. What features of formality or informality can you find in these sentences?*

1. Will you write me back as soon as possible? I'm waiting for your reply.	1. I would greatly appreciate hearing from you at your earliest convenience.
2. I really can't comment on the findings of this paper.	2. I am not currently in a position to provide any comments on the findings of this paper.
3. If you need any further details, please let me know.	3. I should be pleased to provide any further details you request.
4. What can be done to improve the state of our economy.	4. We now need to consider what can be done to improve our economy.
5. The book doesn't raise many important issues.	5. The book raises few important issues.

Task 3. *Reduce the informality of each sentence.*

1. Then it will be shown how teachers can utilize this method.
2. The investigation didn't yield any new results.
3. The experiment will be over in three months.
4. You can clearly see the difference between these two sets of data.
5. This approach does not promise much effect.
6. 1,500 papers listed in the journal Linguistic Abstracts in 2005 were in English.
7. This lab is a research site of biologists and chemists.
8. Our new research assistant is a nice guy.

Task 4. *Below is a list of some widespread logical connectors. As far as possible group them into their functions according to the classification presented in the section "Reading".*

accordingly	consequently	in conclusion
although	despite	in contrast
as	due to	in fact
as a matter of fact	finally	in other words
as a result	firstly	in spite of
as far as	for example	nevertheless
as long as	furthermore	on the contrary
as to	hence	on the other hand
as the same time	however	that is (i.e.)
because of	in brief	therefore

Task 5. *Scan the text "Brave New English?" in Unit 1 and copy out all the logical connectors the author uses in her article. Classify them according to their meaning and function.*

Task 6. *Make up a vocabulary of linguistic terms used in the text of this Unit. Try to compile a short vocabulary of the terms most frequently used in your field / subject.*

ACADEMIC VOCABULARY
(the most frequently used scientific verbs and collocations)

Academic Vocabulary

Another important feature of English academic writing is a tendency to choose more formal alternatives when selecting words of different parts of speech.

English academic style makes use of formal verbs, often of Latin origin. In Ukrainian textbooks such verbs are usually refered to as "загальнонаукова лексика". Collocations are relatively stable word combinations that occur regularly. The knowledge of them and appropriate use is very important for successful academic writing in English.

Task 1. *The list of the "scientific verbs" given below will enrich your vocabulary and help you communicate fluently. Check your knowledge of the verbs by matching them with the description of their meanings. Memorize the words you do not know actively. Write out the verbs on a separate sheet of paper and keep it at hand while writing in English.*

A)

1. accept	1. put in order
2. accomplish	2. reach by effort
3. account for	3. decide the importance and give reasons
4. achieve	4. have an influence on, act on
5. adjust	5. agree or recognize with approval
6. affect	6. make practical use of
7. apply	7. regulate
8. arrange	8. take as true before there is proof
9. assess	9. perform successfully
10. assume	10. explain the cause of

B)

1. avoid	1. describe similarities or differences
2. clarify	2. arrive at an opinion
3. coincide	3. be similar in area and outline
4. compare	4. keep away from
5. complete	5. arrive at (knowledge, a theory) by reasoning
6. concern	6. have relation to
7. conclude	7. finish
8. consider	8. make clear
9. correspond	9. be in harmony
10. deduce	10. think about, regard

C)

1. define	1. appear
2. derive from	2. lay stress on
3. determine	3. found, set up
4. emerge	4. state precisely the meaning of
5. emphasize	5. form a judgment about, calculate the value of
6. ensure	6. find out precisely
7. establish	7. guarantee
8. estimate	8. take as a starting point, source or origin
9. evaluate	9. concentrate on
10. focus on	10. find out the value of

D)

1. **identify**	1. keep up
2. **imply**	2. become concerned with something
3. **include**	3. point
4. **increase**	4. pay no attention to
5. **indicate**	5. make a careful study of
6. **infer**	6. make a suggestion
7. **investigate**	7. become greater in size
8. **involve**	8. conclude
9. **maintain**	9. bring in
10. **neglect**	10. establish the identity of

E)

1. **observe**	1. make
2. **obtain**	2. go before
3. **occur**	3. make smaller
4. **omit**	4. give, supply
5. **perform**	5. get
6. **precede**	6. watch carefully
7. **proceed**	7. go forward
8. **produce**	8. do
9. **provide**	9. leave out
10. **reduce**	10. happen

F)

1. **refer to**	1. depend upon
2. **regard**	2. give a result
3. **rely on**	3. be enough for
4. **require**	4. turn to for information, etc.
5. **satisfy**	5. change position
6. **specify**	6. make use of
7. **suppose**	7. consider
8. **transfer**	8. state or name definitely
9. **utilize**	9. demand
10. **yield**	10. guess, take as a fact

Special advice: write out the verbs on a separate sheet and keep it at hand while writing in English: you will find this helpful. You may also add to this list other "general scientific verbs" that you will come across when reading literature in your field.

Task 2. *Bellow are the most frequently used English academic collocations. Try to find the proper Ukrainian equivalents to them.*

1. give rise to
2. lay emphasis on
3. shed light
4. have implications
5. provide clues
6. maintain the status quo
7. burning issues
8. offers insights
9. taken for granted
10. draw conclusions
11. lie outside the scope
12. take into account
13. place importance on
14. draw on recent research
15. laid the foundations
16. corroborate the theory
17. extend the theories
18. face the problem
19. fall into a category
20. provide further opportunities
21. contribute to understanding
22. submit the paper
23. heighten the need
24. causal relationship
25. key finding
26. prelimary results
27. integral part
28. hotly debated issue
29. lack of consistency
30. area / field of inquiry
31. research site
32. theoretical framework
33. background knowledge
34. theoretical considerations
35. reliable sources and data

Task 3. *Translate into English using the academic collocations given in Task 2.*

1. Дослідження в галузі біохімії є досить актуальними і мають велике як теоретичне, так і практичне значення.
2. Щоб стати рівноправним членом міжнародних наукових спільнот, студент повинен зосередитися на вивченні „Основ наукових комунікацій англійською мовою". А як Ви вважаєте?
3. При написанні резюме слід особливу увагу звернути на опис своєї освіти.
4. Стаття не була опублікована, оскільки її автор знехтував правилами опису бібліографічних даних.
5. Я вважаю, що це наукове дослідження є досить актуальним.
6. Висновки випливають із аналізу та систематизації теоретичних положень.
7. Дозвольте підтвердити цю концепцію даними експериментального дослідження.
8. „Основи наукових комунікацій іноземною мовою" забезпечують студентів базовими знаннями, необхідними для написання наукового проекту.
9. Я не довіряю цьому джерелу інформації.
10. Дані, опубліковані в останньому номері наукового збірника, підтверджують методологію нашого дослідження.
11. Заповнюючи "Application form" не забувайте про відмінності вчених звань в Україні та за кордоном.
12. Я не довіряю цьому авторові, оскільки його висновки є необґрунтованими.
13. Додатки до наукової роботи включають таблиці, малюнки та діаграми.
14. Результати дослідження та їх апробація забезпечують основу їх впровадження в життя.
15. Наші точки зору на цю проблему не співпадають.
16. Ці факти не впливають на загальну картину експерименту.
17. Автор статті підкреслює, що цей період в історії України є найменш дослідженим.
18. Ви підтримуєте пояснення цього явища, запропоновані Вашим опонентом?
19. Визначення цього поняття випливає із аналізу відповідних явищ.
20. Кожен вчений повинен мати базові знання у своїй галузі.

Task 4. *The following sentences contain wide-spread academic collocations. However one component has been omitted. Fill in the blanks with the missing word.*

1. The data he has found will shed _____ on theoretical assumptions.
2. The author of the article _____ on recent research to show how the goal of learning English vocabulary can be integrated into speaking activities.
3. Discourse analysis is a relatively new area / field of _____.
4. Few facts _____ the theory of virus nature of cancer.
5. Social and ideological crises usually give _____ to non-traditional religions and beliefs.
6. _____ of consistency in obtained data has led to their wrong interpretation.
7. Many scholars think that humankind _____ the problem of overpopulation.
8. Ecologists lay _____ on the consequences of air pollution and human utilization of natural resources.
9. Traditionally, Ukrainian higher education _____ importance on the development of wide erudition of students.
10. Philological research requires wide _____ knowledge in such related fields as history and philosophy.
11. The participants of the conference have raised many burning _____.
12. If you try to be as accurate as possible when learning a foreign language you _____ into a category of the analytic learner.
13. Recent research into virus nature has provided _____ to the causes of pneumonia.
14. The article offers _____ into the history of Ukrainian emigration to Canada.
15. Practical consequences of the research lie outside the _____ of this paper.
16. To arrive at valid conclusions, sociologists must use only _____ sources and data.
17. Space exploration in the second half of the 20-th century has essentially _____ to our understanding of the Universe.
18. For the purposes of this research this conception will be taken for _____.
19. Political and economic changes in Ukraine have _____ the need of society for highly qualified specialists.
20. The key _____ of the study suggest that high cortisol level in an individual may cause the symptoms of depression.
21. Cloning of animals _____ further opportunities for biological research.
22. Ancient philosophers laid _____ of educational principles of bringing up children in the family.
23. The conception of globalisation is a hotly _____ issue in many countries.
24. Professor Wise's theory has been chosen as a _____ framework of this investigation.
25. The tests have allowed the scientists to draw _____ about its possible risks and benefits.
26. You may try to _____ the paper to an international journal.
27. When investigating the origin of different disease, researchers take into _____ both hereditary and environmental factors.
28. To explain the new phenomena some researchers _____ the theories that already existed.
29. There is _____ relationship between the attraction of the moon and sea tides.
30. Political forces managed to maintain the _____.

Focus on Grammar

I. Article
The article, both definite (the) and indefinite (a/an), is a functional word serving to identify or determine the noun.

Task 1. *Look up the information in Appendix 2, then fill in the correct article where it is necessary.*

1)   … Great Wall of China is said to be _____ only man made structure seen from _____ space.

2)   _____ Princess of Wales visited – shelter for _____ homeless yesterday.

3)   When we arrived at _____ Manchester Airport, Rachel was waiting for us at _____ arrivals gate.

4)   Margaret Thatcher, who was _____ Prime Minister of _____ Great Britain for 12 years is now known as _____ Baroness Thatcher of Kesteven.

5)   In office where I work _____ most people have _____ degree in _____ English, but my boss has _____ PhD in _____ astronomy.

6)   When _____ government makes _____ bad mistake of judgement, electorate turns against it as soon as it feels _____ effect.

7)   They sent me to _____ Amsterdam to try for _____ scholarship and I won it.

8)   There is _____ great difference.

9)   Sometimes there is _____ impression that _____ IMF is on – same side of the barricades with _____ forces which are out to reverse – course of development back to _____ Soviet times.

10)   _____ Prime Minister's dismissal had been rumoured from _____ date of his appointment.

11)   He worked for _____ year at _____ United Nations.

12)   _____ Tate Gallery contains _____ unique collections of _____ British art.

13)   Richard _____ Lion Heart lived in _____ England in _____ Middle Ages.

14)   In Britain _____ newspaper industry, often called _____ Fleet Street, has _____ major influence on _____ public opinion and is _____ strong force in political life.

15)   Old English was _____ typical Old Germanic Language with _____ purely Germanic vocabulary, and _____ few foreign borrowings.

16)   _____ CV is like _____ argument in which you are trying to persuade _____ reader to give you _____ interview.

17)   Americans talk about 'going to colledge' even if _____ institution they attend is _____ university.

18)   _____ Financial Times published _____ very interesting article about governmental foreign policy.

19)   _____ basic research is aimed at discovering _____ new knowledge.

20)   _____ result is _____ complicated interaction of _____ business and _____ society, and _____ key to understanding this interaction is _____ systems theory.

II. Subject-Verb agreement.

Task 2. *Identify the sentences with a mistake and correct it.*

1. A number of U.S. lecturers comes to our University next week.
2. Critically he studied the article on transgenic food products.
3. As the annual report of the Mesa Garden states, these cactuses grow exclusively in the northern parts of Mexico.
4. Either the journalist or the witness know the truth about this mysterious event.
5. Elaborated will be in this paper the model of corrosive destruction of metals under lacquer-paint coatings.
6. The teacher asked the students if they knew the health effects of insecticides.
7. The premises of the library is cleaned every day.
8. Twenty dollars are not enough to buy this book.
9. Many mathematical symposiums are held in Europe every year.
10. Bile acids contains significant amounts of cholesterol.
11. This extremely interesting new Ukrainian historical novel has been favorably reviewed.
12. In no case the work on the project will be terminated.

III. Passive Voice

Task 1. *The impersonality of scientific writings implies frequent use of passive constructions. Review some general items of formation and use of the Passive Voice in Appendix 3 and put the verbs in brackets into correct passive form.*

1. The comedy Midsummer Night's Dream _____ (write) by Shakespeare.
2. Paul's application _____ (still, consider) by the directors.
3. Next semester, the course of Scientific communication _____ (teach) by Professor Watson.
4. This cathedral _____ (visit) by hundreds of people every day.
5. Ever since this castle _____ (build) it _____ (visit) by hundreds of tourists every year.
6. When I turned on the radio the speech _____ (make) by the President.
7. The country _____ (bring) to its knees by economic problems and political instability.
8. Conference handouts as a genre _____ (not investigate) enough.
9. Religious relativism _____ (often, criticize) by Cardinal Ratsinger.
10. Sometimes the central problem can _____ (define) only in step-by-step argumentation.
11. What reading rate can _____ (attain) by practice?
12. Selling alcohol to people under 21 _____ (prohibit) in the USA.
13. Who _____ the Mona Lisa _____ (paint) by?
14. The museum _____ (open) before the foreign delegation arrived.
15. This question _____ (agree) upon after a prolonged discussion.
16. We _____ (inform) about the report to be made by our Professor at the meeting.
17. Modern architecture _____ (characterize) by simplicity of line, austerity of design and neatness of appearance.
18. To overcome these difficulties a great deal of experimental work _____ (carry

out) by the leading specialists.

19. I _____ (surprise) that I _____ (invite) to this party.
20. What _____ (do) cannot _____ (undo).
21. It is only when we _____ (deprive) of something that we appreciate the true value of it.
22. What _____ (write) without effort, in general, _____ (read) without pleasure.
23. Laws _____ (make) to be broken.
24. We hold these truths to be self-evident, that all men _____ (create) equal.
25. The problem _____ still _____ (discuss).
26. The road to hell _____ (pave) with good intentions.
27. People in some 90 countries _____ (ask) to react to statements concerning the role of the English language.
28. In no case the work on the project _____ (terminate).
29. This theorem _____ already _____ (prove) in Chapter 3.
30. History knows several examples when countries _____ (rule) by de facto kings.

IV. English Verbal Complexes

English Verbal Complexes are unique structures of the English language system. Read attentively the information provided in Appendix 4 and do the following assignments.

I. Translate the following sentences paying attention to the infinitive or infinitive constructions.

1. The Security Council is so organized as to be able to function continuously.
2. The function of the Trusteeship Council is to supervise the administration of Trust Territories.
3. Subsidiary and ad-hoc bodies are set up to fulfill a special task and are dissolved after completion of the job.
4. The increasing population of the world creates unprecedented waste and the methods used to dispose it – burying it, burning it, or discharging it into streams or lakes.
5. United Nations efforts to rectify this issue have been ineffective because some nations disregard its decisions.
6. In the Charter of the United Nations, the peoples express their determination to save succeeding generations from the scourge of war which has brought untold sorrow to mankind.
7. The Convention on Biological Diversity (also called the «Convention on Life») is not only a legal instrument to protect and manage endangered species and habitats, but it also includes the far-reaching consequences of modern biotechnology.
8. Recently the Conference of the Parties agreed to start negotiations on a protocol on biosafety.
9. We urge the United States to ratify the Basel Convention that regulates the export and import of dangerous waste.
10. In so doing, we are simply trying to shoulder the responsibility that we all share for our common future.

II. Translate the following sentences paying attention to the participles or participial constructions.

1. I wasn't looking for any more difficult jobs in this world, but the near possibility of one coming along allowed me to enjoy my slippered days with a quieter conscience.

2. In developing rules and regulations, care must be taken to insure that the conditions are not changed.
3. It is next to impossible to convey here even an approximate impression of the essence and range of this brilliant, content-packed volume.
4. It is not possible for contamination to occur here.
5. Much more stringent constraints than the requirement of formal consistency associated with formalist philosophies are posed here.
6. My father was watching them with mild blue eyed interest.
7. Numerous articles have appeared dealing with this intricate problem.

V. Academic Syntax

Academic syntax peculiarities is another important feature of the scientific style. Certain types of sentences are more common to be used in academic writing than in other register.

Noun Complement Clauses

1. That-clauses functioning as noun complements are used to mark stance in academic prose. In these constructions, the that-clause reports a proposition, while the noun reports the author's stance towards this proposition. There are two primarily kinds of stance information, which express:

• an assessment of the certainty of the proposition after the nouns **fact, possibility, claim, notion, assumption, hypothesis, rumor.**

e.g. But there remained the very troublesome fact **that leguminous crops required no nitrogenous manure.** There seems to be an automatic *assumption* **that a single division on a scale represents** a single **unit of some kind.**

• an *indication of the source of the* knowledge after such nouns as **claim, report, suggestion, proposal, remark, assumption, hypothesis, idea, observation, belief, doubt, hope, opinion.**

e.g. Their frustrations were the product of their belief **that the leadership was not responding adequately to the party's 'crisis'.**

2. The following abstract nouns: *way, chance, idea, cost, means, method, task, possibility, effect, problem, risk, experience, purpose, result, advantage, form, importance, practice, system* take *of + ing-clauses.*

e.g. Feynman discusses the *idea **of putting a lamp between the two slits to illuminate** the* **electrons.**

3. Nouns *chance, intention* can take both an of + ing-clause and a to-clause.

e.g. Also one increases the *chance **of revealing similarities between superficially distinct** objects.* BOAC never had a *chance **to establish commercial operations on any scale.***

Task 1. *Make up similar sentences of your own reflecting the basic or critical stance on your research topic. Put them down in your notebook.*

The Use of Relative Clauses

Identifying Clauses	Adding Clauses
Most relative clauses are identifying. They are used both in speech and writing.	Adding clauses are rather formal. They are used mainly in writing. An adding clause has commas around. Instead of commas, brackets ( ) or dashes (_____) can be used.

*Do you want a cup of tea **that's been brewing for three days?*** (Conversation) *There are merchant bankers **who find it convenient to stir up apprehension**.* (News) *The lowest pressure ratio **which will give an acceptable performance** is always chosen.* (Academic) *A crystal is apiece of matter **whose (which) boundaries are naturally formed plane surfaces**.* (Academic)	*A shipping group, **whose profit dived last year nearly a third**, has told shareholders to expect an even lower result for 1993.* (News) *Reynolds also appeared as the central Figure in Zoffany's group portrait of all 36 founder members of the Royal academy, **of which he was first President.*** (News) *This famous picture – **which was damaged during the war** – is worth thousands of pounds.* (News) *They knew that only another planet, **whose (which) orbit lay beyond those already recognized**, could explain the behaviour of the nearer planets.* (Academic)
We also can use **it + be + relative clause** to give emphasis. ***It was Marconi*** *who invented radio.* ***It was in 1492*** *when Columbus sailed to America*	

Task 2. *Relative clauses are introduced by relative pronouns (who, whom, whose, which, that) or adverbs (when, where, why). Fill in the gaps in the following sentences with one of them.*

1. The newspaper _____ I buy is always full of interesting articles.
2. People _____ speak two languages equally well are called bilingual.
3. That was the reason _____ we decided to write conference proposals and participate in the conference discussions.
4. Professor Wise _____ lectures are attended by all the students of the University, is a world – known researcher in the field of linguistics.
5. The time _____ students are busy with passing exams is called a session.
6. Dublin _____ has a population of one million, is a very beautiful town.
7. The University library is the place _____ the students may find all necessary literature for seminars, course papers and reports.
8. This is the house _____ Shakespeare lived.
9. March is the month _____she was born.
10. It was a pity _____ he failed his exam.

VI. Capitalization

Capitalization is more frequent in the English language than in Ukrainian. The English rules of capitalization that differ from appropriate Ukrainian rules are as follows:
- capitalize the pronoun I but not me, my, myself, mine;
- capitalize the names of nationalities and appropriate adjectives;
- capitalize the adjectives formed from the names of continents (European);
- capitalize the titles of books, movies, music, but do not capitalize articles conjunctions or prepositions unless they are the first word in the title;
- capitalize names of religion, religion bodies, and religion holidays;
- capitalize names of days and months;
- capitalize historic names, events, periods (the Middle Ages, Ukrainian Hetmanate)

- capitalize names of institutions (Central State Library)

Task 1. *Now, in the text below use capital letters, where necessary.*

Peter mohyla arrived in kiev in 1627. Much to his dismay, he found the educational standards and approach at the bohojavlenske brotherhood school wanting. Unhappy with the type of education offered, he, then, a newly appointed archimandrite of the pecherska lavra, founded another school in the lavra in 1627-1628. This school was modeled on the western jesuit schools that included latin and polish to operate at the collegial level.

At first, the mohyla collegiate experienced a great deal of resistance from clerical circles.

They saw this type of education as an innovation and latinization of the ruthenian greek slavonic school. In his spiritual testament of march 31 1631 metropolitan iov boretsky advised mohyla to establish his school "within the confines of the kiev brotherhood, not elsewhere".

VII. Citations and References

Citations play an important role in academic texts. They are frequently introduced with the verbs, called "reporting".

Task 1. *Read attentively the following information and do the assignments given after it.*

The ways of citing are quite diverse. However, several distinct patterns of using citations have already been identified. Thus, according to Swales and Feak (1994: 182-183), at least two-thirds of all citations fall into one of these three major patterns.

1. <u>Citations with a cited author as an agent</u> (a person who acts) of research activity. Reporting verbs in such citations are often in the past tense, e.g.:

Kotre (1995) *studied* the psychological research on autobiographical memory and then *re-examined* the life stories he had recorded over the years. The distribution of the seal in the Arctic Ocean *was described* by Wesley (1989).

However, if a cited source is important, the so-called "citational present"
may be used:

In "White Gloves: How We Create Ourselves Through Memory" (1995), Kotre *explores* the power of autobiographical memory.

Overall, tense options in this pattern depend on how close cited research is to a citing author's own investigation, opinion, or current state of knowledge. Compare:

T. Dickinson (1993) *discussed* a study of managers in large companies who claimed in interviews that they had equal chances for employment. T. Dickinson (1993) *has discussed* a study of managers in large companies who claimed in interviews that they had equal chances for employment. T. Dickinson (1993) *discusses* a study of managers in large companies who claimed in interviews that they had equal chances for employment.

2. <u>Citations with reference to the activity of a researcher/researchers</u>. In this pattern, the present perfect tense is usually used:

Possibly, most of these division-specific proteins *have* now *been identified* [51, 52]. The view that writing is typically a socially situated act *has been reinforced* by the aims and experiences of the recent Writing across the Curriculum Movement (Young and Fulwiler, 1986).

3. <u>Citations with no reference to the activity of a researcher/researchers</u>. Here, the present tense is used:

Rapid-reading instruction *has* certain effects for second language learners (Anderson, 1983; Mahon, 1986).

Since all human variation in both health and disease *is* to some extent genetic, all diseases *are* therefore genetic (Edwards 1988).

These three patterns do not embrace all possible ways of citing. Below are some additional examples of various author-prominent citing strategies, which you may find useful for your writing.

Table. Major Reporting Verbs

Reporting verbs referring to the mental and physical processes that are part of research work	Reporting verbs referring to the mental processes which are expressed in the text
analyze describe discover examine explain explore find out investigate revise study	affirm allege argue assert assume believe claim contend imply presume

▪ Note that some of the reporting verbs have an evaluative meaning.

Task 2. *Decide which reporting verbs in the sentences below have an evaluative meaning (some of them are not included into Table 6). Consult the dictionary if necessary.*

1. In her chapter "Tense and Aspect in Context" K. Bardovi-Harlig advocates using authentic texts to teach tense and aspect.
2. Aldo Leopold claims that no important change in ethics was ever accomplished without an internal change in our affections and convictions.
3. Aceves (1999) discusses the dynamics of pulses in optical fibers.
4. Following the French linguist Guillaume, they argue that deep unifying principles, or core values, govern surface realizations of grammatical markers.
5. The author shows how functional grammar approaches are useful not only in teaching grammar per se but in teaching other skills such as reading and writing.
6. Akil (1995) alleges that a closer analogy to the brain function is a symphony.
7. Evans (2000) asserts that the child appears to develop both naturalistic and intentional beliefs about the origins of life.
8. Seasholtz (1995) presumes that experiments are needed to determine when and where the binding protein is expressed and what regulates binding protein levels.
9. Christie (1996) analyzes pedagogic discourse and its significance for a culture.
10. Hatta & Taya (1987) contend that critical parameters influencing the thermal stress field are the thermal expansion coefficients of the fiber and coating.

11. In this brochure, A.V. Petrov describes brightly fluorescent minerals and their major features.

Task 3. *Copy out the words and collocations used when presenting citations. Use them in sentences of your own (10-15 sentences).*

According to Young (1996), depression can be thought of as a "natural" response to stress.

Depression can be thought of, *as Young (1996) suggests,* as a "natural" response to stress.

In employing in this context the term "depression", *we refer especially to Young (1996) who treats* depression as a "natural" response to stress.

Following Young (1996), we consider depression as a "natural" response to stress.

In this sense, *we recall Young's approach* to depression as a "natural" response to stress *(Young, 1996).*

In terms of Young (1996), depression is a "natural" response to stress.

In Young's words, depression is a "natural" response to stress *(Young, 1996).*

Drawing on a study of Young (1996), we raise the question of whether susceptibility to depression is tied to a "gene" that expresses itself as hormonal abnormalities seen in depressed people.

Young's research shows that depression is a "natural" response to stress *(Young, 1996).*

This research is based *on Young's vision* of depression as a "natural" response to stress *(Young, 1996).*

Depression as a "natural response" to stress *is discussed in Young (1996).*

Task 4. *Here is a list of references in the field of applied linguistics. Arrange the references in alphabetical order. Define which of them are: a) reference to a book; b) reference to a chapter in a book; c) reference to an article in a journal.*

1. Posteguillo, S. 1997. Writing titles for computer science research articles in English. Paper given at the 11th LSP Symposium, Copenhagen, 18-22 August 1997. Berkenkotter, C, & T. Huckin. 1995. *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power.* Hillsdale, N.J.:

2. Lawrence Erlbaum. Vassileva, I. 1997a. Hedging in English and Bulgarian academic writing. In *Culture and Styles of Academic Discourse. Trends in linguistics, studies and monographs 104.*

3. Duszak, A. (Ed.), 203-223. Berlin: Mouton de Gruyter. Kassevitch, V. B. 1998. Culture-dependent differences in language and discourse structures. In *Proceedings of the XVI"' International Congress of Linguists,* Paris, 20-25 July 1997, B. Caron (Ed.), paper No. 0003. CD-ROM. Oxford: Pergamon. Millrood, R. 1999.

4. How native English speakers can be better teachers in Russia. *The Internet TESL Journal* 5 (1), December 18, 2002. http://iteslj.org/Articles/Millrood-Teachers_In_Russia.html.

5. Vassileva, I. 1995. Some aspects of the rhetorical structure of specialized written discourse in English, Bulgarian and Russian. *International 'Journal of Applied Linguistics* 5 (2): 173-190.

6. Swales, J. M., & C. B. Feak. 1994. *Academic Writing for Graduate Students: A Course for Nonnative Speakers of English.* Ann Arbor: University of Michigan Press. Pennycook, A. 1997.

7. *English for Specific Purposes* 16 (4): 253-269. Swales, J. M. 1998. *Other Floors, Other Voices: A Textography of a Small University Building.* Mahwah, N.J.: Lawrence Erlbaum.

UNIT 3

MAJOR ACADEMIC GENRES

Summary

1. Summaries offer a concise general version of the original information. The process of summarizing someone else's material enables you to better understand that material. A summary must have an introduction which clearly states the title, the author's last name, the source from which the text is taken, and the subject the summary is concerned with. Use the present tense (often called the historical present tense) to summarize the author's arguments. The following phrases may be useful in writing a summary:

- According to Joseph Campbell in his book …
- Joseph Campbell in his book/article states/claims explains argues that … (main idea)
- The author continues/goes on to say …
- The author concludes that …

Task 1. *Below is an excerpt from the article "The keys to a civil society-diversity, tolerance, respect, consensus" by Damon Anderson. While reading, check your knowledge of the underlined, words and expressions consulting a dictionary, if necessary.*

THE KEYS TO A CIVIL SOCIETY–DIVERSITY, TOLERANCE, RESPECT, CONSENSUS

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between people and I countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy, traditional institutions and the world's labor force are evolving. Such barriers as those between the young and the old, male and female, and prejudices against individual groups such as the physically impaired are increasingly being challenged.

Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are also often considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences. ...

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness–sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to

accept such Eastern alternatives as acupuncture. ... And breaking the age discrimination barrier, U.S. astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity. ...

This change in view, however, is not coming easily to the world. Many long-standing prejudices and practices counter to diversity still exist in all societies. Education is one of the keys to diminishing the prejudices against diversity. Awareness is the first step in the process. Helping students to become aware of the diversity around them and to recognize the value in that diversity is key to building a strong civil society.

Task 2. *Write a summary of the text following all the steps in summarizing process.*

Task 3. *Compare your summary with that of your classroom partner and ask him/her to evaluate it according to the requirements for summaries listed above.*

CONFERENCE PROPOSAL / CONFERENCE ABSTRACT.

Task. *Read the text and learn how to write the proposal.*

Writing the proposal / Abstracts

A conference proposal / conference abstract is to persuade a committee of scholars (usually blind-reviewers) that the project or the topic of your research has the three kinds of merit all disciplines value, namely: ***conceptual innovation, methodological require, and rich, substantive content.***

Writing for committee competition is an art quite different from research work itself. A committee usually has to choose among proposals that possess the three virtues mentioned above.

Choosing your form of writing, you should capture the attention of the reviewer, who constantly scans for clear answers to three questions:

1. What are we going to learn as the result of the proposed research that we do not know now?
2. Why is it worth knowing?
3. How will we know that the conclusions are valid?

The opening paragraph is your chance to grab the reviewer's attention. This is the moment to overstate, rather than understate, your point or question. You can add the conditions and supporting ideas later.

A good way to begin is to state your central point, hypothesis. Interpretation or questions (not rhetorical) are also a good way to begin a proposal. Sometimes the central problem can be defined only in step-by-step argumentation. In this case do not fail to leave the reviewer with something to remember after reading many other proposals and discussing them for hours.

Your proposal should tell the committee not only what will be learned as a result of your project or research, but what will be learned that somebody else does not already know. It is essential that the proposal summarizes the current state of knowledge and provides an up-to-date, comprehensive bibliography. Both should be precise.

Citing the importance of the events that provide the subject matter is another and perhaps less dubious appeal. It's crucial to convince readers that such topics are not merely timely, but that their current urgency provides a window into some more abiding problem.

Good proposals demonstrate awareness of alternative viewpoints and argue the author's position address the field broadly, rather than developing a single tendency indifferent to alternatives.

Many committee members are interested in the interplay of diverse traditions. It is a motive to which proposals can legitimately appeal.

Methodological canons are largely discipline-specific and vary widely even within some disciplines. But two things can safely be said about methodological appeal. First, the proposal must specify the research operations you will undertake and the way you will interpret the results of these operations in terms of your central problem. You have to tell how you will achieve the results in the process of research. Second, a methodology is an argument to why these tasks add up to the best treatment of the problem. Comparing and contrasting ideas has often special appeal. Write a first draft, revise it, and show it to colleagues. Let it gather a little dust, collect colleagues' comments, revise it again. If you have a chance, share it with a seminar or similar group; the debate should help you anticipate what reviewers will eventually think. Revise the text again. Go over the language, style, and form. Sharpen your opening paragraph so that it drives home exactly what you mean as effectively as possible.

LANGUAGE FEATURES OF THE RESEARCH PAPER

Task 1. *Learn the structure of a research article.*

Structure	Language Focus
Introduction	
Statement of the problem	Many researchers / investigators have recently turned to... It is now generally recognized, accepted that... The study of... has become an important
Review the history of the problem, analyse the sources dealing with this research area	Jones (1987) concluded / concludes / has concluded that... Jones's research shows that... (Jones 1987).
Extent the problem by indicating a gap in the previous research, analyzing the trends and approaches to the problem	However, previous research has _____ a. concentrated on x b. failed / neglected to consider x c. overestimated /underestimated x. However, little research / few studies
Thesis statement	In this paper an attempt is made to formulate... The purpose of this paper is to... This paper describes and analysis... The aim of the paper is to... This paper reports on the results obtained...
Secondary statements	In addition,... Additionally,... A further reason for...

Methods Description of methods, procedures, approaches used in a research	We examined... Each occurrence was identified... It was classified... The category was interpreted... We included / counted...
Results The findings are described, accompanied by variable of commentary: justifying the methodology, interpreting the results, commenting on the data calling for further research	As can be seen in/ from the Table 1/ the data,... As demonstrated by the graph,... ... are shown/ provide / summarised / demonstrated in Table 2. Figure / Table / Graph 1 indicates / shows / suggests that... Figure / Table / Graph 1 illustrates, presents, reveals...
Discussion Background information on the results of the research	The overall results indicate... In general, this research shows... On the whole, this paper focused on / investigated / explored...
Conclusion Summary of the findings and results Theoretical / practical implications Plans for future research	In the main this research provides implications for... Further research is needed to verify... We advocate further research on...

Task 2. *Answer the following questions about the text 'Writing the proposal'.*

1. How would you persuade a committee members that your proposal should be accepted?
2. How would you begin your proposal?
3. Would you provide a current state of knowledge on the subject and how would you do this?
4. What resource guides are you aware of? Exchange your knowledge with your I classmates.
5. How would you persuade the reviewers that your subject matter is an urgent problem?
6. Are there alternative view points on the subject matter? Which of them do you follow?
7. What methods of research are you going to use?
8. What language and style would you use for your writing?
9. How would you structure your proposal?
10. Who and where would you share your first draft with?

Task 3. *Below there are the conference abstracts written by Ukrainian researchers and accepted at different international conferences in different countries. Some conferences require abstracts to be included in the conference programme. They do not exceed 50 words. Mainly conference abstracts are of one-page length, containing 200 - 500 words and consist of not less than three paragraphs. Read them attentively. Comment on their language, structure and subject matter of presentation.*

Discourse Analysis of Contemporary American Prose **(The USA)** **Abstract for program book:** The presenter analyzes the contemporary literary prose of American writers from the point of view of Discourse Analysis. She gives the theoretical observation of Discourse

Analysis and illustrates the results of her practical research.

Summary for anonymous reviewer:

This paper deals with the Discourse Analysis of the contemporary literary prose of American writers. According to Teun A. van Dijk, Discourse Analysis is considered as a socio-linguistic category, which deals with the study of text and talk in context. On the one hand, the paper considers the theoretical aspects of Discourse Analysis. On the other hand, it is shown how the issues, taking place in the society, such as feminism, ethnic, social relations and racial inequality are reflected in the language and the text structure of the following writers: James Baldwin, Toni Morrison, Joyce Carol Oates.

The results of comparative research of text categories: cohesion, presuppositions, indirectness, forms of quotations, detail or level description, personality and impersonality used by different writers are illustrated.

Analyses of the texts of the contemporary American writers prove that besides the individual style features, their works reflect belonging to either ethnic (black or white) or sexual (women or men) groups, which are observed in their language and text categories usage.

Basic Techniques for Teaching Persuasive
Writing within an Academic Setting
(Britain)

The paper focuses on teaching the elements of good argumentation contributing to creating persuasive writing for in-class and web-based activities. The techniques applied for this purpose lead to production of textual clarity in order to influence the reader to accept a certain idea or argue a specific case.

Within an academic setting in L'viv University the students are taught how to organize persuasive writing applying basic methods and strategies described in textbooks by Fawcett and Sandberg (2000), Hacker (2000) and explored and implemented by L'viv University teachers. The methods can be described as presenting facts, referring to an authority, giving examples, predicting the consequences, and answering the opposition. In addition to providing adequate proof for the arguments in order to convince the reader, it is important to pay special attention to the audience. Besides, a variety of strategies in the form of definitions, comparisons, descriptions, analysis of causes, and judgments are of great help for creating persuasive writing and should be applied for teaching.

Special assignments created for developing persuasive writing skills in class and on teacher's web site were incorporated into teaching students of law and language faculties. The presentation will demonstrate the students' activities and discuss the results.

Interactive Feedback Strategies for Teaching Writing:
Ukrainian Experience (Norway)

The paper focuses on the results of developing interactive assessment techniques and their impact on teaching academic writing to students of language and law faculties in Ivan Franko National University of L'viv, Ukraine. It also demonstrates the effectiveness of the computer technologies usage for elaborating feedback strategies of interactive character.

According to Hacker (2000), Fawcett and Sandberg (2000) and Yakhontova (2002), writing requires adequate skills from the writer to be understood by the reader. To improve writing skills a student-writer should acquire knowledge and gain experience on applying basic techniques of writing to imply clarity of statements and supporting ideas, unity and coherence, good details and well-chosen examples, logical order, conciseness and freshness. The paper shows how self-revising, peer interactions, peer responses and teacher's evaluation through written comments to students, in individual conferences and in teacher's web-site

assignments involving elements of cognitive process are used at L'viv University. The role of teacher's assessment of the development of the students' writing skills is focused on in this paper. The emphasis is put on the interactive feedback strategies characterized by mutual influence of both a teacher and a student on the result of the writing process to promote creating sophisticated realization of the writer's ideas and plans. Besides, it helps the writer to determine new approaches towards expressing the ideas in the most convincing way, to clarify means of creating textual clarity and making writing a persuasive one. When students get teacher's feedback commenting on their drafts' structuring, linking between ideas, describing, defining, exemplifying, classifying, assuming, hypothesizing, comparing, expressing caution, etc. it makes their further writing more sophisticated. To implement described above ideas and to develop the students' writing skills a set of assessment forms and a number of interactive activities for in-class and web-based work have been elaborated by L'viv University teachers. In academic writing classes, both the teacher and the classmates can play the role of a reader of students' writing. The interactive feedback received from students is also significant and should be developed and constantly applied for teaching. Special assignments have also been created by Lviv University teachers for this purpose. The student-student module activities gave successful results.

The usage of interactive feedback strategies of student-teacher and student-student modules helps to intensify the process of teaching the final draft writing and contributes to expanding critical thinking which, in its turn, leads to amplifying teacher's resources and encouraging teaching process. Providing clarity and understanding between a student and a teacher it motivates further writing development by the students.

The presentation will demonstrate the contribution of L'viv University into developing interactive feedback strategies for in-class and web-based teaching writing and discuss the results.

Task 4. *Read the short research report in the field of applied linguistics and two versions of its abstracts. Discuss in a group the strengths and weaknesses of each version. Then write your own abstract of the report.*

The Attitudes of Ukrainian Students
Toward Academic Writing and the Ways of its Mastering

In recent years, there has been growing interest in learning and teaching English academic writing, which is now studied not only in Anglophone countries but also in the countries where English is used as a medium of university instruction. In Ukraine, however, academic writing either in foreign or native languages has never been taught. Although motivation of Ukrainian students to master academic writing seems nowadays to increase, it is still unclear what their real needs are. It is therefore important to analyze what these learners know and think about academic writing in both English and native languages.

This paper reports the results of a brief anonymous survey conducted in a group of students (12 persons) of the Master's Program in humanities of the Ivan Franko National University of L'viv. The survey was based on the questionnaire, which focused on the students' personal attitudes toward academic writing and the ways of its mastering.

Thus, all students believe there is a need in regular university courses both of English and Ukrainian academic writing. Eight students think that Ukrainian scholars need to write in Ukrainian, English, and the Slavic languages influential in Ukraine (e.g., Russian, Polish); four persons have chosen Ukrainian and English. When writing in English, a Ukrainian scholar should, according to the opinion of eight students, entirely conform to all standards of English academic writing. However, two students thought that while a Ukrainian should observe English grammar and spelling rules, he/she could preserve some rhetorical features of Ukrainian academic writing,

while another two believed that all Ukrainian features could be retained. Finally, ten students considered successful writing to be a gift polished by appropriate training, only two maintaining that it was a skill.

Eight of the 12 students thought that the best way of mastering English academic writing was to use an appropriate textbook plus to read literature in their research field; three more students added to this choice the advice of knowledgeable supervisors; and only one student thought that it would be enough to read the scientific literature. Six thought the best way to master academic writing in Ukrainian would be to use an appropriate textbook plus to read literature plus to follow the advice of supervisors; four others offered variations on this theme; and only two thought it would be enough to read the literature only.

The results of this short survey unambiguously demonstrate support for the concept of the explicit learning of academic writing in English as well as in the native language. They also show that Ukrainian students are well aware of the current role of English in research. Moreover, they tend to handle the controversial issue of whether to preserve their culture-specific rhetoric when writing in English in favor of full compliance with the rhetorical norms of the target language. At the same time, however, they seen) to recognize the importance of both English and native languages for their particular contexts. They also tend to reconcile opposing attitudes to academic writing by viewing it as "a gift", but one enhanced by appropriate training. However, the results of this survey should be treated with certain caution, since only a limited number of students participated in the survey.

A)

This paper reports the results of a brief anonymous survey conducted in a group of 12 students of the Master's Program in humanities of the Ivan Franko National University of L'viv. The survey was based on the questionnaire, which focused on the students' personal attitudes toward academic writing and the ways of its mastering. All students believe there is a need in regular university courses both of English and Ukrainian academic writing. Ten students consider successful writing to be a gift polished by appropriate training. The majority of the students think that the best way of mastering both English and Ukrainian academic writing is to use an appropriate textbook plus to read literature in their research field and to follow the advice of supervisors.

B)

In recent years, there has been growing interest in learning and teaching English academic writing. In Ukraine, however, academic writing either in foreign or native languages has never been taught. Although motivation of Ukrainian students to master academic writing seems nowadays to increase, it is still unclear what their real needs are. It is therefore important to analyze what these learners know and think about academic Writing in both English and native languages. This paper reports and discusses the results of the survey, which focuses on the students' personal attitudes toward academic writing and the ways of its mastering.

Task 5. *Take five English journal abstracts in your field of study and compare their rhetorical structure with that described in this Unit. Make a list of similarities and differences in the form of a table. Write out the instances of meta-text and compile your own list of useful phrases for writing journal abstracts.*

Task 6. *Write an abstract of your research paper.*

Task 7. *Read the following programme of the ESSE Conference to be held at the University of Strasbourg.*

ESSE 6-2002 STRASBOURG
30 August–3 September

TIME FOR PROGRAMME PROPOSALS

Members of ESSE are warmly welcome to the 6th ESSE Conference, to be held at the Marc Bloch University of Strasbourg, 30 August-3 September, 2002.

The programme of ESSE-2002 will be divided into plenary or semi-plenary lectures, seminars and panels, based on the proposals made by National Associations and ESSE members. Proposals for plenary and semi-plenary speakers are welcome, but at this stage we particularly require proposals for seminar and panel topics. Proposals and suggestions for conveners should be made to the Academic Programme Committee (APC).

The APC will make every effort to compile a programme which will offer balanced coverage of all fields of English studies.

Academic Programme Committee
Albert Hamm (chair), Marc Bloch University of Strasbourg
Christian Civardi, Marc Bloch University of Strasbourg
Luc Herman, University of Antwerp
Claude Lacassagne, Marc Bloch University of Strasbourg
Matti Rissanen, University of Helsinki
Jurgen Schlaeger, Humboldt University of Berlin

REVISED DEADLINE
THE DEADLINE FOR PROGRAMME PROPOSALS IS <u>15 TULY.</u> 2001

By programme proposals we mean topics for seminars and panels. Please note the calendar indicated below-the deadline for paper proposals is 1 January, 2002; this will be confirmed with the announcement of the preliminary programme in *The Messenger* in Autumn 2001.

Members who wish to submit a paper which does not fit into any of the proposed topics should feel free to do so, and the APC will attempt to find an appropriate solution.

1-   Seminars

The topics should be defined carefully, including as much detailed information as possible. Please avoid too general topics. Ideally, seminars should have about 12 members. A short (c.100 word) description and the name and address of the convener and possible co-convener(s) should be included in the proposal. The convener will have a central role in inviting and selecting the participants and acting as a contact person between them. Seminar papers will not be read at the meeting, but 4-page abstracts will be made available to interested participants.

2-   Panels

At panels, a number of invited participants will discuss scholarly or professional topics of more general interest before an audience. The audience will also be given an opportunity to participate in the discussion. A short (c. 100 word) description and the name and address of the convener should be included in the proposal.

3-   Lectures

The topics of semi-plenary lectures (c. 12-15 possibilities during the conference) should have a wide appeal and reflect recent developments in scholarship. Names should be put forward and a brief (c. 100 word) description of the status of the suggested speaker should be included in the proposal.

4-   Informal sessions

The possibility will also be offered to organize informal 'workshop' or 'poster' sessions (e.g. for first contact or network building).

Task 8. *Write conference proposals on the topics: "University reforms in Ukraine", "The Role of English in my research field", "Ukrainian – British relationship", "Internet technologies open new perspectives in ELT (English language teaching), etc.*

Task 9. *Write a short research report in the field of your investigation. Mind the structure, academic syntax and vocabulary. Fill in the form given bellow.*

Warsaw East European Conference. 4th Annual

Session, 15-18 July, 2007

PAPER PROPOSAL

Deadline: April 30, 2007

One copy of the completed Paper Proposal form should be submitted with a copy of the Application Form to conf.studium@uw.edu.pl

Paper presented:

Name: …………………………………………………………………

Affiliation: …………………………………………………………….

Country: …………………………………………………………………

E-mail: …………………………………………………………………...

1. PAPER TITLE: ……………………………………………………

……………………………………………………………………………

2. DESCRIPTION OF YOUR PAPER (Please present main issues of your presentation exclusively in points consisting of brief statements)**:**

a. ……………………………………………………………………

b. ……………………………………………………………………

c. …………………………………………………………………….

d. ……………………………………………………………………

e. …………………………………………………………………….

f. …………………………………………………………………………..

3. SOURCES AND METHODOLOGICAL APPROACH (Please define what is your methodological approach and what kind of sources you use in your research; e.g. archive research, synthesis of previous studies, field research etc.)

a. ……………………………………………………………………

b. ……………………………………………………………………

c. …………………………………………………………………….

d. ……………………………………………………………………

e. …………………………………………………………………….

4. PUBLICATIONS AND CONFERENCE PAPERS (*Please let us know whether you already had presented or published papers on similar issues to these, which you would like to present at Warsaw East European Conference, Fifth Annual Session.*)

a. ……………………………………………………………………

b. ……………………………………………………………………

c. …………………………………………………………………….

d. ……………………………………………………………………

e. …………………………………………………………………….

General field of interest – …………………………………………....................................

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………..

Current research projects – …………………………………………....................................

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………...…………………

……………………………………………………………………………………………………

…………………………………………..

SHORT BIOGRAPHICAL INFORMATION (100-150 words):

UNIT 4.

INDEPENDENT AND SELF-CONTROL WORK.

TEXTS FOR READING AND WRITING ASSIGNMENTS

The reading process

The following unit contains texts for reading and classroom discussion and writing assignments. Before that you are given some reading and writing instructions to prepare you for successful completion of the tasks.

You should understand **reading** as not merely a process of extracting meaning from the text; rather, it is a participation, a habitation within a writer's woven world, one to which you respond according to your own experiences, values, depth of insight, and time period. Reading is thus an interactive process, as you attend first to the surface features of a text (e.g. vocabulary, topic, frame of reference), then move on to your own discerning of foundational and nested ideas and their levels of complexity, and on to how the writer has woven them to make meaning. Reading is also both an analytical and synthetic process; that is, while you are separating the text into component parts or classifying its features, you are also attempting to pull things together into some coherent whole.

There are some useful strategies that effective readers use to make connections, identify patterns, sort out the levels of ideas and their effects, and, finally, make meaning. First of all, *one reading is not enough.* Use your initial encounter with the text to gain a general acquaintance with the subject matter and stance of the author in the text. Next, *do a second reading,* in which you employ the five important strategies, identified below, that good readers use to encounter ideas and make sense of them. Finally, *respond in writing with engagement and discernment,* using the activities of observation, evaluation, and responding and applying to help explore the author's world, and then to discover and articulate your own ideas and stance.

Five Strategies for Discerning Readers:

1. Locate the main argument or topic – usually introduced in the title and opening two or three paragraphs of the text;

2. Follow this argument through the subsequent paragraphs and sections by noticing the examples, illustrations that the writer binds or weaves around this argument-listing them and evaluating them;

3. Determine what is new (ideas which you are encountering for the first time or which are presented in a fresh or startling way) or given (ideas with which you are familiar or count as conventional wisdom) in the text and how they affect your experience as a critical thinker;

4. Characterize this argument at critical junctures in your reading by highlighting significant sentences, words, or phrases;

5. Evaluate the overall credibility and force of the author's ideas and experience. In what position are you placed by the text?

Critical Writing Strategies
for Exploring and Understanding Your Own Ideas

Close, active reading alone will not necessarily result in a knowledgeable and authoritative ability to demonstrate what you have discovered to others. Reading and writing are independent and

mutually beneficial activities that together provide your best opportunity for understanding and evaluating the texts you read. Writing – along with public, classroom discussion – allows you to articulate and evaluate your discoveries, all the while measuring them against the readings others have given of the same material. In addition, it will allow you to become more aware of the strategies the successful authors use to create meaning and achieve effects they have on their readers.

At the end of each text you will find three sets of questions, each set designed to provoke a particular kind of reflection upon the perspectives of the text and writing assignments that will assist you in synthesizing the varied ideas and contexts of the readings you've been assigned and in drawing conclusions about the cogency, impact, and relevance of these ideas for our times. These tasks thus allow you to explore, expand, and explain to yourself (as well as debate with your groupmates) the meanings and implications suggested by the texts you've been asked to read.

The three modes or kinds of writing task you can employ are: *observing, evaluating,* and *responding* and *applying*. Writers use *observative questions* to probe a text, to clarify its meaning and intention, and to determine its main thesis. An *evaluative questions* are employed by the writers to argue in behalf of or against a particular point of view that is promoted or prompted by the text. *Responsive* and *application questions* allow the writer to respond directly to the readings in a personal way, deliberately examining his or her own feelings and associations, foregrounding them in the text, and applying the selection out of individual conviction and belief. Note that these categories for questions provide the basis for sound reading and interpretation of the text: *observative questions* ask for close reading, analysis, synthesis; *evaluative questions* ask for judgments, inferences, implications; *responsive questions* ask for personal thoughts and application of your discoveries – all these variations can be easily used in writing responsive essays to the suggested texts in case you are not provided with a specific writing assignment.

Text 1.

Study Says Society Fails 19 Million Youths[*]

Peter Applebome

At a time when there is widespread concern about the well-being of young children and the social problems of teenagers, some 19 million young adolescents in between are increasingly falling between the cracks of society, according to a report by the Carnegie Corporation that was made public yesterday.

The report, entitled "Great Transitions: Preparing Adolescents for a New Century", said that young adolescents are facing critical decisions about their health, education and safety at ever younger ages and that society is failing to help them avoid dangers ranging from AIDS to suicide and from teen-age pregnancy to dropping out of school.

"What we tried to do was marshal statistics, push this out front and try to get people to really focus on the problems of early adolescence", said Ruby Takanishi, executive director of the Carnegie Council on Adolescent Development, which prepared the report over the last 10 years. "Everything in it argues that early adolescence, the years from 10 to 14, are much more risky business than they used to be".

The report says that one-third of 13-year-olds acknowledge that they have used illicit drugs, that educational achievement levels of eighth graders have remained stagnant while the educational needs of the workplact have increased, that the homicide rate for those 10 to 14 years of age more

---

[*] Applebome P. Study Says Society Fails 19 Million Youths // New York Times. — October 12.—1995.

than doubled from 1985 to 1992 and that self-destructive violence, particularly the suicide rate, more than doubled from 1980 to 1992.

The report found that one of five adolescents are growing up in poverty and that one in two will live with only one parent at home at some time in their lives.

It calls for changes in schools, community services and family involvement to better meet the needs of young adolescents.

But David A. Hamburg, president of the Carnegie Corporation, said the main purpose of the report was to focus attention on what he said was the least studied and least understood phase of human development.

"This is the first comprehensive study of this age group", he said. "It has been the neglected phase, low on research priorities, low on educational priorities, low on service priorities. If I had to sum up what it's about, it would be in two words: neglected opportunities.

In education, the report called for smaller, more personal middle schools, even if that only meant breaking up large impersonal school buildings into smaller, more manageable units. It cited the successes of educational programs that use interdisciplinary approaches to study broad areas and integrate various disciplines rather than narrowly focused ones.

The report called for a much stronger life sciences program that could" meet both the intellectual and the personal health needs of young adolescents. It called the health and life science curriculum "the weakest link in middle grade school reform", and urged the development of "one-stop" centers for counseling or health information at or near schools.

Smoking among eighth graders, defined as those who had smoked al cigarette within 30 days of the time they were polled, rose by 30 percent from 1991 to 1994, to 18.6 percent. Marijuana use more than doubled, to 13 percent. The firearms homicide rate more than doubled from 1985 to 1992, to 1.9 per 100,000 from eight-tenths of 1 percent. For black males, the rate increased to 8.4 per 100,000 from 3 in the same period.

Dr. Hamburg said it was clear that youngsters in inner areas and poverty areas are far more vulnerable than those in more affluent areas. The report noted that by the year 2000, more than one-third of all young adolescents will be members of racial or ethnic minorities.

But he said the concerns and risks were common to all youths, particularly at a time of rising economic displacement, when parents are increasingly likely to work outside the home and only half of the nation's children can expect to grow up in an intact two-parent household.

Dr. Hamburg said that most of the report's recommendations could be put into effect through the redeployment of existing resources rather than the addition of new ones, and that rigid analysis of which programs work would be necessary to justify additional expenditures in the current environment.

"We didn't put this in terms of Utopian or hypothetical ideals", he said. "Generally, we can cite 5 or 10 or 20 examples of things that work, but it's on a scale that's much smaller than the nation requires".

Questions for Writing and Discussion

Observing
1. What are the most critical conclusions of the Carnegie Study?
2. Why did Carnegie study the young?

Evaluating
1. What forces and events in our history do you think might have led to those changes? Which are cited in the article?
2. Why do you think adolescents have been neglected when it comes to search studies?
3. What solutions does Dr. Hamburg suggest and do you find them realistic?

Responding and Applying
1. Where would you put local, state, or national resources to solve the problems cited?

Text 2.

What is the New History[∗]

Peter Burke

The phrase "the new history" is best known in France. What is *nouvelle histoirel* A positive definition is not easy; the movement is united only in what it opposes, and the pages which follow will demonstrate the variety of the new approaches. It is therefore difficult to offer more than a vague description, characterizing the new history as total history or structural history.

The new history is history written in deliberate reaction against the traditional "paradigm". We might also call this paradigm the common-sense view of history, not to praise it but to make the point that it has often – too often – been assumed to be the way of doing history, rather than being perceived as one among various possible approaches to the past. For the sake of simplicity and clarity, the contrast between old and new history might be summed up in seven points.

1. According to the traditional paradigm, history is essentially concerned with politics. In the confident Victorian phrase of Sir John Seeley "History is past politics: politics is present history". Politics was essentially concerned with state; in other words it was national and international rather than local. However, it did include the history of the Church as an institution and also what the military theorist Karl von Clauserwitz defined as "the continuation of policies by other means", that is, war. Although other kinds of history – the history of art, for example, or the history of science – were not altogether excluded by the traditional paradigm, they were marginalized in the sense of being considered peripheral to the interests of "real" historians. The new history, on the other hand, has come to be considered with virtually every human activity. "Everything has a history", as the scientist J. B. Haldane once wrote; that is, everything has a past which can in principle be reconstructed and related to the rest of the past. Hence the slogan "total history" appears. The first half of the century witnessed the rise of the history of ideas. In the last thirty years we have seen a number of remarkable histories of topics which had not previously been thought to possess a history, for example, childhood, death, madness, gestures, femininity, reading and even silence. What have previously been considered as unchanging is now viewed as a "cultural construction", subject to variation over time as well as in space. The cultural relativism implicit here deserves to be emphasized. The philosophical foundation of the new history is the idea that reality is socially or culturally constituted. The sharing of this idea, or assumption, by many social historians and anthropologists helps explain the recent convergence between these two disciplines, referred to more than once in this chapter. This relativism also undermines the traditional distinction between what is central in history and what is peripheral.

2. In the second place, traditional historians think of history as essentially a narrative of events, while the new history is more concerned with the analysis of structures. One of the most famous works of history of our times, Fernand Braudel's *Mediterranean,* dismisses the history of events as no more than a foam on the waves of the sea of history. According to Braudel, economic and social changes over the long term and geo-historical changes over the very long term are what really matter. Although there has recently been something of a reaction against this view and events are no longer dismissed as easily as they used to be, the history of structures of various kinds continues to be taken very seriously.

3. In the third place, traditional history offers a view from above, in the sense that it has always concentrated on great deeds of great men, statesmen, generals, or occasionally churchmen. The rest of humanity was allocated a minor role in the drama of history. The existence of this rule is revealed by reactions to its transgression. When the great Russian writer Alexander Pushkin was working on an account of a peasant revolt and its leader Pugachev, Tsar Nicholas's comment was that "such a man has no history". On the other hand, a number of the new historians are concerned

with "the history from below", in other words with the views of ordinary people and with their experience of social change. The history of popular culture has received a great deal of attention. Historians of the Church are beginning to examine its history from below as well as from above. Intellectual historians too have shifted their attention away from great books, or great ideas – their equivalent of great men – to the history of collective mentalities or to the history of discourses or languages, the language of scholasticism, for example, or the language of the common law.

4. In the fourth place, according to the traditional paradigm, history should be based on the documents. One of Ranke's greatest achievements was his exposure of the limitations of narrative sources – let us call them chronicles – and his stress on the need to base written history on official records, emanating from governments and preserved in archives. The price of this achievement was the neglect of other kinds of evidence. The period before the invention of writing was dismissed as "prehistory". However, the "history from below" movement in its turn exposed the limitations of this kind of document. Official records generally express the official point of view. To reconstruct the attitudes of heretics and rebels, such records need to be supplemented by other kinds of source. In any case, if historians are concerned with a greater variety of human activities than their predecessors, they must examine a greater variety of evidence. Some of this evidence is visual, some of it oral. There is also statistical evidence: trade figures, voting figures, and so on. The heyday of quantitative history was probably 1950s and 1960s, when some enthusiasts claimed that only quantitative methods are reliable. There has been a reaction against such claims, and to some extent to the methods as well, but interest in more modest quantitative history continues to grow. In Britain, for example, an Association of History and Computing was founded in 1987.

5. According to the traditional paradigm, memorably articulated by the philosopher-historian R.G. Collinwood, "When an historian asks 'Why did Brutus stab Ceasar?' he means 'What did Brutus think, which made him to stab Ceasar?'" This model of historical explanation has been criticized by more recent historians on number of grounds, principally because it fails to take account of variety of historians' questions often concerned with collective movements as well as individual actions, with trends as well as events.

According to traditional paradigm, History is objective. The historian's task is to give readers the facts, or as Ranke put it in much-quoted phrase, to tell "how it actually happened". His modest disclaimer of philosophical intentions was interpreted by prosperity as a proud manifesto for history without bias. In a famous letter to his international team of contributors to the *Cambridge Modern History,* published from 1902 onwards, its editor, Lord Acton, urged them that "our Waterloo must be one that satisfies French and English, Dutch and Germans alike" and that readers should be unable to tell where one contributor laid down his pen and another took it up. Today, this ideal is generally considered to be unrealistic. However hard we struggle to avoid the prejudices associated with color, creed, class, or gender, we cannot avoid looking at the past from particular point of view. Cultural relativism obviously applies as much to historical writing itself as to its so-called objects. Our minds do not reflect reality directly. We perceive the world only through a network of conventions, schemata and stereotypes, a network which varies from one culture to another. In this situation, our understanding of conflicts is surely enhanced by a presentation of opposite viewpoints, rather than by attempt, like Acton's, to articulate consensus. We have moved from the ideal of the Voice of History to that of heteroglossia, defined as "varied and opposing voices".

The whole concern with the range of human activity encourages historians to be interdisciplinary in the sense of learning from and collaborating with social anthropologists, economists, literary critics, psychologists, and so on. Historians of art, literature and science, who used to pursue their interests more or less in isolation from the main body of historians, are now making more regular contact with them. The history-from-below movement also reflects a new determination to take ordinary people's point of view of their own past more seriously than professional historians used to do.

Questions for Writing and Discussion

Observing

1. Burke starts off trying to define the old approach to doing history – the traditional paradigm. From your own experience in history lessons and from what Burke says, what do you think he means by the old history?
2. Write a one-line summary for each of the six points. Which do you think is/are most important?
3. Burke talks of the old history in terms of marginalization. What does he mean? What is "total history"?

Evaluating

1. What do you think the significance is of the change Burke describes, from the "view from above" to including the rest of humanity? What political implications, as far as the distribution of power is concerned, do you see?
2. Describe some of the challenges the new history might face. What happens when history is no longer assumed to be objective?

Responding and Applying

1. Describe your own history education in the terms Burke presents.
2. Examine a history text you've used or found. What model of history does it represent?

Text 3.

The Emerging Third Culture[*]

John Brockman

The third culture consists of those scientists and other thinkers in the empirical world who, through their work and expository writing, are taking the place of the traditional intellectual in rendering visible the deeper meanings of our lives, redefining who and what we are.

In the past few years, the playing field of American intellectual life was shifted, and the traditional intellectual has become increasingly marginalized. A 1950s education in Freud, Marx, and modernism is not a sufficient qualification for a thinking person in the 1990s. indeed, the traditional American intellectuals are, in a sense, increasingly reactionary, and quite often proudly (and perversely) ignorant of many of the truly significant intellectual accomplishments of our time. Their culture, which dismisses science, is often nonempirical. It uses its own jargon and washes its own laundry. It is chiefly characterized by comment on comments, the swelling spiral of commentary eventually reaching the point where the real world gets lost.

In 1959 C.P. Snow published a book titled *The Two Cultures.* On the one hand, there were the literary intellectuals; on the other, the scientists. He noted with incredulity that during the 1930s the literary intellectuals, while no one was looking, took to referring to themselves as "the intellectuals", as though there were no others. This new definition by the "men of letters" excluded scientists such as the astronomer Edwin Hubble, the mathematician John von Neumann, and the physicists Albert Einstein, Niels Bohr, and Werner Heisenberg.

How did the literary intellectuals get away with it? First, people in the sciences did not make an effective case for the implications of their work. Second, while many eminent scientists, notably Arthur Eddington and James Jeans, also wrote for a general audience, their works were ignored by the self-proclaimed intellectuals, and the value and importance of the idea presented remained

---

invisible as an intellectual activity, because science was not a subject for the reigning journals and magazines.

In a second edition of *The Two Cultures,* published in 1963, Snow added a new essay, "The Two Cultures: A Second Look", in which he optimistically suggested that a new culture, a third culture, would emerge and close the communication gap between the literary intellectuals and the scientists. In Snow's third culture, the literary intellectuals would be on speaking terms with the scientists. Although I borrow Snow's term, it doesn't describe the third culture he predicted. Literary intellectuals are not communicating with scientists. Scientists are communicating directly with general public. Traditional intellectual media played a vertical game: journalists wrote up and professors wrote down. Today, the third culture thinkers tend to avoid the middleman and endeavor to express their deepest thoughts in a manner accessible to the intelligent reading public.

The recent publishing successes of serious science books have surprised only the old-style intellectuals. Their view is that these books are anomalies – that they are bought but are not read. I disagree. The emergence of this third –culture activity is evidence that many people have a great intellectual hunger for new and important ideas and are willing to make effort to educate themselves.

The wide appeal of the third-culture thinkers is not due solely to their writing ability; what traditionally has been called "science" has today become "public culture". Stewart Brand writes that "Science is the only news. When you scan through newspaper or magazine, all the human interest stuff is the same old he-said-she-said, the politics and the economics the same sorry cyclic dramas, the fashions a pathetic illusion of newness, and even the technology is predictable if you know the science. Human nature doesn't change much; science does, and the change accrues, altering the world irreversibly". We now live in a world in which the rate of change is the biggest change. Science has thus become a big story.

Scientific topics receiving prominent play in newspapers and magazines over the past several years include molecular biology, artificial intelligence, artificial life, chaos theory, massive parallelism, neural nets, the inflationary universe, fractals, complex adaptive systems, superstrings, biodiversity, nanotechnology, the human genome, expert systems, punctuated equilibrium, cellular automata, fuzzy logic, space biospheres, virtual reality, cyberspace. Among others. There is no canon or accredited list of acceptable ideas. The strength of third culture is precisely that it can tolerate disagreements about which ideas are to be taken seriously. Unlike previous intellectual pursuits, the achievements of third culture are not the marginal disputes of a quarrelsome mandarin class: they will affect the lives of everybody on the planet.

The role of the intellectual includes communicating. Intellectuals are not just people who know things but who shape the thoughts of their generation. An intellectual is a synthesizer, a publicist, a communicator. In his 1987 book the Last Intellectuals, the cultural historian Russell Jacoby bemoaned the passing of a generation of public thinkers and their replacement by bloodless academicians. He was right, but also wrong. The third culture thinkers are the new public intellectuals.

America now is the intellectual seedbed for Europe and Asia. This trend started with the prewar emigration of Albert Einstein and other European scientists and was further fueled by the post-Sputnic boom in scientific education in our universities. The emergence of the third culture introduces new modes of intellectual discourse and reaffirms the preeminence of America in the realm of important ideas. Throughout the history, intellectual life has been marked by the fact that only a small number of people have done the serious thinking for everybody else. What we are witnessing now is passing of the torch from one group of thinkers, the traditional literary intellectuals, to a new group, the intellectuals of the emerging third culture.

Questions for Writing and Discussion

Observing

1. If literary intellectuals are culture one and scientists are culture two, what constitutes the third culture as C.P. Snow defined it in 1963? The third culture as Brockman defines it today?

2. In what sense, according to Brockman, has what traditionally has been called "science" become "public culture"?

Evaluating

1. Though science has become "public culture", according to Brockman it has done so largely in spite of the literary intellectuals, who are still "not speaking to scientists". Do you agree that science remains isolated from other aspects of intellectual culture?

2. Implicit in Brockman's discussion are a number of fundamental issues with regard not only to scientific ideas but to all the great ideas: Where do they come from? Who initiates them? Who transmits them? Who are their audiences? How do we identify them? And, of course, why should we study them, or perhaps better, do we have any responsibility to seek to understand them? Do you think Brockman illuminates these issues?

Responding and Applying

1. From your own experience, how would you describe the attitudes of your teachers of the traditional humanities toward science? Interested, fascinated, ignorant?

2. How would you describe your own attitude toward science? To what extent do you think your attitude was shaped by teachers, parents, media you are exposed to?

3. Consider the list Brockman provides of "scientific topics receiving prominent play in newspapers and magazines over the past several years". Do any of these topics especially interest you? If so, would you describe the motivation behind your interest as intellectual curiosity or something more practical?

Text 4.

The Global Village[*]

Andrew Todhunter

To gain a sense of how much life has changed over the last several hundred years, contrast that kind of life immersed in information to the role of a serf who lived 500 years ago, thinking mainly about where his next meal was from. Our serf didn't live entirely in uncertainty and fear, however, for in religious and political terms, things were pretty fixed, stable, sometimes routine. During the interval of over a thousand years that we call the Middle Ages, the Christian cosmos was so thoroughly charted that there seemed to be little room for uncertainty about his role and proper conduct in societal shown in our essay on the origins of democracy in Chapter Seven, obedience and conformity were the very foundations of the lives of the masses. For most of the time from the Middle Ages to the nineteenth century, humans in the Western world lived within one belief system, the Christian cosmos. That belief was controlled by a lord or bishop, and it existed under the economic of a manor or the religious control of a priest or minister. Thus, one lived within one's religion or politics as if in a fishbowl; just as the fish is the last to see the water, the serf was the last to think carefully about the rules of the human game. The Bible was interpreted as saying that priests and kings inherited power from God. Such a cosmology was largely unquestioned and therefore unseen. It was assumed that there was a Truth, one Truth, and it was Supreme.

At the same time in artistic and intellectual circles in the fourteenth century, at the beginning of the Renaissance, the Greek optimism towards the perfectibility of the individual was renewed and continued through the seventeenth century Enlightenment, and into the eighteenth century with its emphasis on human reason, in particular the scientific method. Confidence in the supposedly unlimited human capacities to solve problems and the inevitability of progress grew steadily. This confidence continued into the late eighteenth century, when the Industrial Revolution began in

England, and into the nineteenth century, with the discovery of the biological principles of evolution. (Some would say it continues today – computer magnate Bill Gates looks bright. In his book *The Road Ahead,* he shares his belief that a computer-networked world will make people happier, richer, healthier, and smarter.)

With modern communications making nearly instant worldwide contact readily available, creating what Marshall McLuhan called a "global village", the belief in a fixed and unquestioned Truth in an ordered and fully discoverable cosmos becomes questionable, tentative, and highly unstable. In little towns all over America, where a conservative politics and ethos used to set the controlling tone of life, convenience stores are open 24 hours a day, while CNN and MTV play on cable. Sixteen-year-olds get their first job at McDonalds and soon save enough for their first car. The Playboy channel is available for a few extra dollars a month. Thus, the new technologies make war with the older values of family, church, and state. The more information one gets, the more likely one will reflect on and often question what was blindly accepted before. The Internet, television, the cell phone, the fax, and email lead us to ask, How can my truth, my lifestyle, my beliefs be so right if there are so many others who think so differently, but with equal passion?

Some say that all this saturation of information has given our culture an "appetite for ambiguity" and that we don't seem to know what is right or wrong. Ask people what they think of many of the critical issues of the day: welfare, abortion, illegitimate birth, gun control, and capital punishment. Deep in the American psyche there are conflicts about most of these troubling issues- between mercy and justice, between tradition and a hard-nosed, no-nonsense wish to demand change. Notice the frequency of white-collar crime and the increasing violence among the young. Where has our unambiguous sense of right gone?

These cultural changes, so many of which are brought on by technology, especially the demise of the single belief system, have been charted by many scholars, especially by historians, anthropologists, and linguists. By studying many cultures and language systems, many have concluded that what we once thought of as fixed truths are really "social constructions". (We should emphasize the word *many* here, since there is a backlash among anthropologists against postmodernism.) A social construction is a belief created out of the particular circumstances of a particular culture. Theorists like Thomas Kuhn, Richard Rorty, and Mikhail Bakhtin think of knowing as a process mediated by language and, therefore, believe knowledge is the product of a social consensus. Two fields in particular, semiotics in linguistics and deconstruction in literary criticism, accelerated changes even more. French scholars like Jacques Derrida and Michel Foucalt argued that because we could not depend on a certain, fixed relationship between the word (signifier) and its referent (the signified), the conceptual picture we draw of the world with our minds.

Assignment 1. *Write a short summary of the text.*

Assignment 2. *Write a conference proposal on one of the major problems the author mentioned in his article:*
1) Increasing violence among the young.
2) Humanistic ideas in artistic and intellectual circles in the 14th century.
3) Will computer networked world make people happier, richer, healthier or smarter?

UNIT 5.

FINAL TESTS

VARIANT 1.

I. **Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.**

1.	clarify	a)	turn to for information, etc.
2.	concern	b)	become greater in size
3.	increase	c)	make clear
4.	refer to	d)	pay no attention to
5.	neglect	e)	have relation to

II. **Pick out the synonyms to words from the list provided:** concern, consider, depend

supply, give, regard, rely on, provide.

III. **Complete the sentences with one of the most suitable academic collocation from the list:**
   a. maintain the status quo
   b. lay the foundations of
   c. hotly debated issue

1. N. Bohr, the outstanding Danish physicist _____ the nuclear phenomena theory.
2. The reforming of the Ukrainian system of education is _____ in the Ministry of Education.
3. The recent elections have shown that political forces managed to _____.

IV. **Choose the most suitable logical connector out of the two given in each sentence (underline it).**
1. Writing is especially difficult for nonnative speakers (*because / even though*) they are expected to demonstrate mastery of all the aspects of a foreign language.
2. A crucial event in the historical evolution of scientific English was (*due to / in spite of*) the birth of a scientific journal.

V. **Below is the list of some the most frequently used Latin abbreviations and expressions (in the left column). Match them with the meanings and explanations in the right column.**

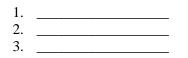|	
1. cf.	a) genuine(ly), sincere(ly), in good faith
2. ibid.	b) something considered alone
3. bona fide	c) compare
4. a priori	d) reasoning that precedes experience
5. per se	e) the same as previous reference

VI. **Having studied carefully the referencing formats of the items in the list of references, define, which of them is:**

      a) **reference to a book;**
      b) **reference to a chapter in a book;**
      c) **reference to an article in a journal**

  1. Reid, W. V. (1992). "How many species will there be?" In Whitmore, T. C. and J. A. Sayer, (eds.), Tropical Deforestation and Species Extinction. – London: Chapman and Hall.
  2. Galtung, J. (1971). "A structural theory of imperialism". Journal of Peace Research, 8 (2), 81-117.
  3. Kus'ko, K (Ed.) 1996. Linhvodydactychna Organizatsiya Navchal'noho Protsesu z Inozemnykh Mov [Linguistic and Didactic organization of Teaching Foreign Languages]. – Lviv: Svit.

      1. _____
      2. _____
      3. _____

VII. **Identify the sentences with a mistake and correct it:**

1. I have not got many luggage with me prefer to travel light.
2. Five me more pencil, this is two small.
3. When he was a ten-years-old boy, he became interested in singing and writing poetry.

VIII. **Write a short summary of the article, following all the steps of summarizing process.**

VARIANT 2.

I. **Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.**

1. accept		a)	agree or recognize with approval
2. conclude		b)	to find out the value of
3. evaluate		c)	make a careful study of
4. investigate		d)	concentrate on
5. focus on		e)	arrive at an opinion

  II. **Pick out the synonyms to words from the list provided:** *finish, affect, regulate*

assume, keep away, complete, adjust, influence

III. **Complete the sentences with a suitable missing word in the widespread academic collocations:**

> a) status quo, b) clues, c) rise, d) account, e) light

1. Social and ideological crises give _____ to nontraditional religions and beliefs.
2. The data he has found will shed _____ on theoretical assumptions.
3. Researchers took into _____ both hereditary and environmental factory.

IV. **Choose the most suitable logical connector out of the two given in each sentence**

(underline it).

Writing is a difficult skill for native speakers and nonnative speakers (*alike / accordingly*), (*thus / because*) writers must balance such issues as content, purpose, audience, vocabulary, spelling.

V. Below is the list of some the most frequently used Latin abbreviations and expressions (in the left column). Match them with the meanings and explanations in the right column. Match them with the proper explanation.

1. A. D.	a) by a more convincing argument
2. vs.	b) according to law
3. de jure	c) against
4. a fortiori	d) in the year of our Lord
5. ab ovo	e) from the beginning

VI. Having studied carefully the referencing formats of the items in the list of references, define, which of them is:
   a) reference to a book;
   b) reference to a chapter in a book;
   c) reference to an article in a journal

1. Fairclough, N (1989). Language and Power. – London: Longman.
Rawls, J. A Theory of Justice. Cambridge: Harvard University Press, 1971.

2. Dienes, J. K. On the analysis of rotation and stress rate in deforming bodies. – Acta Mech. 33, 217–232 (1979).

3. Woods, S. 1996. Coor's ten ways to prevent pollution by design. In: J. Fiksel (ed.), Design for Environment. McGraw-Hill, New York.

1. _____

2. _____

3. _____

VII. Identify the sentences with a mistake and correct it:

1) People choose the names of the week long, long ago in the days when they worshipped a different god each day.
2) He felt quite lost and slow walked along the streets not knowing what to do.
3) There's one programme which they claim has ten millions viewers and it is worth seeing on TV.

VIII. Write a short summary of the article, following all the steps of summarizing process.

VARIANT 3.

I. Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.

1) correspond
2) identify
3) account for
4) precede
5) derive from

a) explain the cause of
b) take as a starting point, source of origin
c) be in harmony
d) establish the identity of
e) go before

II. Pick out the synonyms to words from the list provided: demand, require, indicate

supply, adjust, concern, point to, regulate.

III. The following sentences contain some of the widespread academic collocations. Complete the sentences with one the most suitable.

1) place importance on; 2) submit the paper to; 3) take for granted

1. For the purposes of this research, this conception will be _____ .
2. Traditionally, Ukrainian higher education _____ the development of wide erudition of students.
3. You may try _____ to an international journal.

IV. Choose the most suitable logical connector out of the two given in each sentence.

1. *(Since / otherwise)* electronic communications are global and the Internet has no borders, this technology *(that is / therefore)* creates many opportunities for cultural exchange …
2. (*Even though / as a matter of fact*) electronic transfer of information is rather important to education.

V. Match each of the given below Latin abbreviations and expressions with their meanings and explanations, presented in the right column.

1. et ab.
2. N. B.
3. errata
4. per capita
5. prorata

a) list of errors, misprints in printed book
b) and other authors
c) per head (e.g. per capita income)
d) take notes
e) in proportion

VI. Having studied carefully the referencing formats of the items in the list of references, define, which of them is:

a) **reference to a book;**
b) **reference to a chapter in a book;**
c) **reference to an article in a journal**

1. Galperin, I. R. 1977. Stylistics. – Moscow: Vysshaya Shkola.

2. Hamlyk, D. W. 1998. Perception and Reality: A History from Descartes to Kant. The Philosophical Quarterly, 48 (193). – P. 540 – 542.
3. Lejeune, L. 2000. Metonymy in Language and Thought by. – K. – U. Panther and G. Radden. Pragmatics.

1. _____

2. _____

3. _____

VII. Identify the sentences with a mistake and correct it:

1. I have not studied no other foreign languages besides English.
2. My son and I can cover many miles by foot.
3. Soft fruit will give you except a lot of pleasure, a source of vitamins.

VIII. Write a short summary of the article, following all the steps of summarizing process.

VARIANT 4.

I. Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.

1. compare
2. deduce
3. imply
4. perform
5. evaluate

a) make a suggestion
b) arrive at theory by reasoning
c) describe similarities or differences
d) find out the value of
e) do

II. Pick out the synonyms to words from the list provided: emphasize, obtain, explore

stress on, investigate, set up, get, establish

III. The following sentences contain some of the widespread academic collocations. Complete the sentences with one the most suitable.

1) lie outside the scope; 2) fall into category; 3) research site.

1. If you try to be as accurate as possible, when learning a foreign language, you _____ of the analytic learner.
2. Practical consequences of the research _____ of this paper.
3. The laboratory is _____ of biologists and chemists.

IV. Choose the most suitable logical connector out of the two given in each sentence.

1. The Internet (*whereas / as a matter of fact*) has made English the Latin of the modern world.
2. (*Clearly / as long as*), there was a good deal of trade among various tribes and formal relations with neighbors – both friendly and hostile.

V. Match each of the given below Latin abbreviations and expressions with their meanings and explanations, presented in the right column.

1. B. C.	a) existing by fact, not by law or right
2. p. m.	b) in its original place
3. de facto	c) before Chris
4. in situ	d) after noon
5. i. e.	e) that is to say

VI. Having studied carefully the referencing formats of the items in the list of references, define, which of them is:

> **a) reference to a book;**
> **b) reference to a chapter in a book;**
> **c) reference to an article in a journal.**

1. Millrood, R. 1999. How native English speakers can be better teachers in Russia. The Internet TESL journal 5 (1). December 18, 2002.
2. Phillopson, R. 1992. Linguistic Imperialism. – Oxford: Oxford University Press.
3. Beaugrande, Robert. 1995. Text Linguistics. Handbook of Pragmatic Manual. – Amsterdam: John Benjamins. – P. 536–544.

> 1. _____
>
> 2. _____
>
> 3. _____

VII. Identify the sentences with a mistake and correct it:

1. Newton carried out several experiences on light and color.
2. There is a Bach's violin concerto on the radio this evening.
3. Children are particular vulnerable; pictures to them are terrifying and compelling in a way that words are not.

VIII. Write a short summary of the article, following all the steps of summarizing process.

APPENDIX 1

Plurals of the nouns of Latin, Greek, and Hebrew origin are often used in English scientific writing (Maclin, 1996) even though their English plurals may exist in general use.

Table. English Nouns Keeping Foreign Plurals

Singular	Plural Scientific Use	Plural General Use
-a	*-ae*	
alumn*a*	alumn*ae*	
amoeb*a*	amoeb*ae*	amoeb*as*
antenn*a*	antenn*ae*	antenn*as*
formul*a*	formul*ae*	formul*as*
nebul*a*	nebul*ae*	nebul*as*
-ex/ix	*-ices*	
ap*ex*	ap*ices*	ap*ices*
append*ix*	append*ices*	append*ixes*
ind*ex*	ind*ices*	inde*xes*
-is	*-es*	
analys*is*	analys*es*	
ax*is*	ax*es*	
bas*is*	bas*es*	
cris*is*	cris*es*	
hypothes*is*	hypothes*es*	
parenthes*is*	parenthes*es*	
synops*is*	synops*es*	
thes*is*	thes*es*	
-on	*-a*	
criteri*on*	criteri*a*	
phenomen*on*	phenomen*a*	
-um	*-a*	
bacteri*um*	bacteri*a*	
dat*um*	dat*a*	
curricul*um*	curricul*a*	curricul*ums*
errat*um*	errat*a*	
for*um*	for*a*	
medi*um*	medi*a*	
memorand*um*	memorand*a*	memorand*ums*
strat*um*	strat*a*	
symposi*um*	symposi*a*	symposi*ums*
-us	*-i*	
alumn*us*	alumn*i*	
bacilli*us*	bacill*i*	
cact*us*	cact*i*	cact*uses*
fung*us*	fung*i*	fung*uses*
nucle*us*	nucle*i*	
radi*us*	radi*i*	
stimul*us*	stimul*i*	
syllab*us*	syllab*i*	syllab*uses*

APPENDIX 2

Article

I. A/An (indefinite article)

- A/An is used with singular countable nouns to talk about indefinite things. There's a boy leaning on the fence, (indefinite) Some can be used in the affirmative with plural countable nouns or uncountable nouns and any in questions and negations. There are some glasses on the table. There's some butter in the fridge. Is there any flour left? There aren't any strawberries in the fridge.

- The is used with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for a second time. The boy in jeans is my brother. [Which boy? The one in jeans; specific.) There's a bicycle outside. The bicycle is Tony's.

- A/An or the is used before singular countable nouns to refer to a group of people, animals or things. A/The cat is a domestic animal. (We mean all cats). A/An or the is never used before a noun in the plural when it represents a group. Cats are domestic animals, (not: The cats are domestic animals.)

- A/An can also be used meaning "per". She goes to the cinema twice a/per week. It can also be used with money (alone dollar), fractions (alone quarter), weight/measures (an/one inch), whole numbers fa/one million), price/weight (£3 a litre), frequency/time (twice a month), distance/fuel (80 miles a gallon), distance/speed (80 km an hour) and illnesses (a cold, a fever, (a) toothache, (a) stomach-ache, (a) backache etc).

II. The use of the definite article *THE*.

The is used before

- **nouns which are unique**, *the moon, the Tower of London*
- **names of cinemas** *(The Odeon),* **hotels** *(The Ritz),* **theatres** *(The Theatre Royal),* **museums** *(The Museum of Modern Art),* **newspapers/** magazines *(The Times),* **but:** *(Time),* **ships** *(The QE2),* **institutions** *(The Royal Academy of Art),* **galleries** *(The National Gallery)*
- **names of rivers** *(the Thames),* **seas** *(the North Sea),* **groups of islands/states** *(the Orkney Islands, the USA),* **mountain ranges** *(the Alps),* **deserts** *(the Gobi desert),* **oceans** *(the Pacific),* **canals** *(the Suez Canal)* **and names or nouns with "of",** *(the King of Spain, the Queen of England)*
- **Note:** *the equator, the Arctic/Antarctic, the South of France, the South/West/North I East*
- **musical instruments, dances,** *the flute, the tango*
- **names of families** *(the Smiths),* **nationalities ending in -sh, -ch or -ese** *(the Welsh, the Dutch, the Chinese etc).* **Other plural nationalities are used with or without "the",** *(the South Africans, the Australians etc)*
- **titles** *(the President, the Prince of Wales, the Queen).* **"The" is omitted before titles with proper names.** *Queen Elizabeth II*
- **adjectives used as plural nouns** *(the blind, the elderly, the rich, the poor etc)* **and the superlative degree of adjectives/ adverbs**. *He's* ***the most intelligent*** *one here.*
- **Note: "most" used as a determiner followed by a noun, does not take "the".**
- **Most** *students* pass the exams, **but: *The most interesting*** article was on Nostradamus.
- **the words: beach, cinema, city, coast, country** (side), **earth, ground, jungle, radio, pub, sea** (side), **sky, station, shop, theatre, village, weather, world etc but not before** "**man**" (= **people)**. *I went to the* ***shop*** *to buy bread.*
- **Note: "the" is optional with seasons.** *(the) autumn*
- **morning, afternoon, evening, night.** *I'll come round in* ***the*** *morning,* **but: at night, at noon, at midnight, by day/night, at 5 o'clock etc**
- **historical references/events**, *the French Revolution, the Second World War* (***but:*** *World War II)*
- **only, last, first (used as adjectives).** *As always, you are* ***the first*** *person to arrive.*

The is omitted before

- **proper nouns.** *Amy, Liverpool*
- **names of sports, games, activities, days, months, holidays, colours, drinks, meals and languages (not followed by the word "language").** *I love tennis. Can you speak French?* ***but:*** ***The*** **Chinese** ***language*** *is fascinating to study.*
- **names of countries** *(France),* ***but:*** *the Argentine, the Netherlands, (the) Sudan, the Hague, the* Vatican, **cities** *(Manchester),* **streets** *(Bond Street),* ***but:*** *the High Street, the Strand, the Mall, the A11, the M4 motorway,* **squares** *(George Square),* bridges *(Tower Bridge* ***but:*** *the Bridge of Sighs, the Forth Bridge, the Severn Bridge, the Golden Gate Bridge),* **parks** *(Central Park),* **stations** *(King's* Cross *Station),* **individual mountains** *(Mount Everest),* islands *(Corsica,),* **lakes** *(Lake Geneva),* **continents** *(Africa)*
- **possessive adjectives**. *That is my book.*
- **two-word names whose first word is the name of a person or place.** *Glasgow Airport, Edinburgh Castle* ***but:*** *The White House (because the first mi "White" is not the name of a person or* a place)
- **pubs, restaurants, shops, banks and hotels which have the name of their founder and end in -s or -'s.** *Jim's Café; Harrods; Baring's Bank but the Queen's Arms (pub) (because "Quee's Arm" is not the name of the founder)*
- **bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist.** *He goes to church* every *Sunday,* ***but:*** *We have to be at* ***the church*** *at 2.00 for Julie's wedding.*

  Work (= place of work) never takes "the". *I have to go to* ***work*** *now.*
- **the words home, father/mother when we t about our own home/parents. Mum** is *at* ***home*** *now.*
- **means of transport: by bus/by car/by t plane etc but: in the car, on the bus/train etc**.
  She came by ***plane,*** ***but:*** *She was* ***on the bus*** *when the accident happened.*
- We say: **flu/the flu, measles/the measles, mumps/the mumps but:** He's *got pneumonia.*

APPENDIX 3

Passive Voice

The **passive** is formed with the appropriate tense of the verb to be + past participle. Only transitive verbs (verbs which take an object) can be put into the passive.

	Active Voice	Passive Voice
Present Simple	*He gives lectures.*	*Lectures are given.*
Present	*He is giving a lecture.*	*A lecture is being given.*
Past Simple	*He gave a lecture.*	*A lecture was given.*
Past Continuous	*He was giving a lecture.*	*A lecture was being given.*
Future Simple	*He will give a lecture.*	*A lecture will be given.*
Present Perfect	*He has given a lecture.*	*A lecture has been given.*
Past Perfect	*He had given a lecture.*	*A lecture had been given.*
Future Perfect	*He will have given a lecture.*	*A lecture will have been*
Present Infinitive	*He should give a lecture.*	*A lecture should be given.*
Perfect Infinitive	*He should have given a lecture.*	*A lecture should have been*
-ing form	*She remembers him giving a*	*She remembers a lecture being*
Perfect -ing form	*Having given the lecture,...*	*The lecture having been*
modal + be + p.p.	*He must give a lecture.*	*The lecture must be given.*

> **Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the passive.**
> ***Get* is used in colloquial English instead of *be* to express something happening by accident.**
> *She'll get killed if she goes on driving like that.*

Use:

The passive is used: a) when the person who performs the action (agent) is unknown, unimportant or obvious from the context *Her flat was broken into yesterday, (by a burglar – obvious agent)* **b) to emphasise the agent** *Her wedding dress was delivered to her by the dressmaker herself yesterday,* **c) to make statements more formal or polite** *My dress has been ruined, (more polite than saying "You have ruined my dress.)* **and d) when we are more interested in the action than the agent, such as in news reports, formal notices, instructions, processes, headlines, advertisements etc.** *A Christmas bazaar will be held tomorrow.*

APPENDIX 4.

Latin Expressions

Like other European languages, academic English makes use of Latin abbreviations and expressions. You must have also met some of them while reading Ukrainian academic texts, where such expressions are easy to notice, because they are often written in the Roman alphabet. In English texts, such expressions (rather than abbreviations) are sometimes given in italics.

Below are the lists of abbreviations and expressions that you may use while writing in English.

Table 1. Latin Abbreviations

Expressi	Full form	Modern meaning
A.D.	*Anno Domini*	in the year of our Lord
a.m.	*ante*	before noon
cf.	*confer*	compare
e.g.	*exempli*	for example
et al.	*et alii*	and other authors
etc.	*et cetera*	and other things; and so on
ibid.	*ibidem*	the same as the previous reference
i.e.	*Id est*	that is to say
loc. cit.	*loco citato*	in the place cited
N.B.	*nota bene*	take note
op. cit.	*op ere citato*	in the work cited
p.m.	*post*	after noon
	post scrlptum	something added after the signature in a letter
viz.	*videlicet*	namely
vs.	*versus*	against

Table 2. Latin Expressions

Expression	Meaning
a fortiori	by a more convincing argument
a posteriori	reasoning based on past experience
a priori	reasoning that precedes experience
ab initio	from the beginning
ab ovo	from the beginning
ad hoc	arranged for a particular purpose; not pre-arranged; informal
ad infinitum	without limit; forever
alter ego	one's other self
bona fide	genuine(ly), sincere(ly), in good faith

de facto	existing by fact, not by law or right
de jure	by right; according to law
ego	I; individual perception or experience of oneself
errata	list of eirors, misprints, etc. in a printed book
erratum	error in printing or writing
in situ	in its original place
in vitro	experiment conducted in a glass
in vivo	in life; experiments conducted on living organisms
ipso facto	by that very fact
per capita	per head (e.g., per capita income)
per diem	per day (e.g., expenses allowed each day)
per se	something considered alone, by itself
post factum	after something has happened
post-mortem	made after death
pro rata	in proportion
sic	thus (placed in brackets to indicate that the preceding word, statement, etc. is correctly quoted even though this seems unlikely or is clearly incorrect)

APPENDIX 5.

INFINITIVE COMPLEXES

OBJECTIVE INFINITIVE COMPLEX (Complex Object)

e.g. Sarah felt her heart sink as they drove slowly toward Southampton. D. Steel Sarah – is the **subject;** felt - is the **predicate,** her heart – is an **indirect object;** sink – is a direct **object;** two objects together are called **Complex Object** or **the Objective ... with ...the... Infinitive Construction.**
In these sentences the object is expressed by a noun (or a pronoun) and an infinitive (with or without **to**), which are so closely connected that they form a unit
... the complex object or the Objective with the Infinitive Construction.
e.g. Don't make patients feel tense. S. Sheldon
e.g. Then the Don saw Petie slip a Baby's bottle into the carriage. M. Puzo

The Complex Object is used:
1.   After the verbs denoting mental activity: **to think, to consider, to suppose, to believe,** to **expect, to find, to trust.**
     e.g. I think he half expected her to wander into one of his parties, some night. F. Scott Fitzgerald
2. After the verbs denoting wish and intention: **to wish, to want, to desire, to mean, to intend.**
     e.g. 'I want you and your mother to come for the afternoon next Sunday,' he said suddenly. J. Galsworthy
     You wish to see the Commissar?' S. Sheldon
3. After the verbs of declaring: **to report, to declare, to pronounce.**
     e. g. The BB C announcer reported the war in Iraq to start.
4. After the verbs denoting feeling and emotion: **to like, to dislike, to love, to hate,** cannot **bear.**
     e. g. And we would love to come. S. Sheldon
5. After the verbs denoting order and permission: **to order, to allow, to let, to suffer, to have.**
     e. g. 'I'll have someone take you to your room'. S. Sheldon
     e. g. 'Then let me lace up your boots'. A. Repley
6. After the verbs denoting causation: **to make, to cause, to get, to have.**
     e. g. How can I make you understand that what I feel for you? B. Cortland
     'Well Shed, have her call me when she gets home'. J. Collins
7. After the verbs denoting sense perception: **to** see, **to hear, to feel, to watch, to observe,** to notice.
     e. g. He saw her shrug those white shoulders, heard her murmur ... J. Galsworthy

     NOTE! After the verbs of perception **to notice, to feel, to see, to hear, to watch, to observe, to make, to have, to help** and **to let** particle to *is not used.*
     Also after the expressions **I would rather, you had better** particle to is omitted.
     e. g. 'Hadn't you better reserve that for your trial?' asked the inspector. A. Conan Doyle
     I would rather stay here. C. Collodi

SUBJECTIVE INFINITIVE COMPLEX
(Complex Subject)

e.g. She was supposed to be bargaining. A. Ripley

e. g. You appear to be astonished. A. Conan Doyle

e. g. Children were made to be seen, not heard. M. Puzo

In these sentences **the subject is complex**. It is expressed by a noun in **the Common Case (or a pronoun in the Nominative Case) and an infinitive.** That is why the unit is called **the Subjective Infinitive Construction or the Nominative – with – the – Infinitive.**

This construction is used:

1. With the verbs denoting mental activity: **to know, to consider, to understand, to think, to expect, to believe, to suppose.**

e. g. 'You are supposed to be in the seventh grade now, not law school.' S. Sheldon

2. With the verbs denoting sense perception: **to see, to hear, to feel, to find, to watch, to notice, to observe.**

e. g. Brad was noticed to leave the yacht.

3.With the verb **to make.**

e. g. Children were made to be seen, not heard. M. Puzo

4.With the verbs **to say, to report, to state, to announce, to declare and to pronounce.**

e. g. Maria Stefyuk is announced to sing in Odesa.

5. With the verbs **to seem, to appear, to prove, to turn out, to happen, to chance, to seem – здаватись**

e. g. You seem to be a walking calendar of crime. A. Conan Doyle

to appear, to turn out, to prove – виявляється

e. g. Kemal was wearing his new arm and it seemed to Dana that he appeared to be much calmer. S. Sheldon

e. g. His nostrils turned to be in an interested way. F. Scott Fitzgerald

to happen, to chance – траплятись

e. g. 'She is stating with Marjory Sanderson, and I happen to be working on a case for Marjory's father. J. Collins

6. With the word groups **to be likely – схоже, to be unlikely – навряд чи, to be sure, to be certain – напевно.**

e. g. You are more likely to know than anyone in the world! R. D. Blackmore

APENDIX 6.

CURRICULUM VITAE

Design your resume. Although there are no standard forms for resume writing, the one below can give you some useful guidelines. Use the information given in text.

CURRICILUM VITAE

Updated _____

Name: Last, First, Middle _____

Date and Place of Birth _____

Home address/Telephone _____

Position/Affiliation _____

Office address/Telephone _____

Educational Background *(in reverse chronological order)*

Dates	University/Institute	Field of Study	Degree

Employment History *(in reverse chronological order)*

Dates	Employer	Address	Position

Teaching Experience

_____
_____

Other Professional Activities, Membership in Professional Associations

_____

_____

Field of Interest

_____

_____

Academic Degrees and Awards, Professional Recognition

_____

_____

Grants, Scholarships

_____

_____

Participation in Conferences and Seminars

_____

_____

Major Publications (in chronological order)

_____

_____

Language Proficiency

Native Language _____

Foreign Language. Rate your skills using Good, Fair, Poor.

Language	Reading	Writing	Listening	Speaking

Signature _____

Для нотаток