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Навчально-методична розробка «Academic Writing» укладена відповідно до вимог робочої навчальної програми курсу «Наукова комунікація іноземною мовою» для студентів ОКР «магістр». У навчально-методичній розробці розглянуто особливості англійського академічного дискурсу. Увага приділяється характеристикам академічних текстів, написанню анотацій, рефератів, тез доповідей, курсових та дипломних робіт.

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Передмова

Навчально-методична розробка «Academic Writing» до вивчення курсу «Наукова комунікація іноземною (англійською) мовою» призначена для студентів ОКР «магістр» денної та заочної форм навчання, сфера діяльності яких спрямована на наукові розвідки.

Мета цієї праці – навчити студентів працювати з англійською науковою літературою. Навчально-методична розробка зорієнтована на опанування студентами особливостями англомовного академічного дискурсу. Увага приділяється характеристикам академічних текстів, написанню анотацій, рефератів, тез доповідей, курсових та дипломних робіт.

Навчально-методична розробка складається з 6 розділів, кожний з яких побудований за єдиною схемою. На початку подається оригінальний текст, після тексту – примітки, далі йдуть запитання, що контролюють розуміння тексту і серія фонетичних, лексичних та граматичних вправ.

Фонетичні вправи (*transcribe and practice correctly the words*) представлені словами двох видів: а) слова, які викликають труднощі під час читання; б) слова, що підбираються на певне правило.

Лексичні вправи (*match the word with its definition, complete the text with words from the box, give synonyms for the underlined words, rewrite the paragraph so that it flows smoothly*) спрямовані на засвоєння нового матеріалу та розвиток навичок усного мовлення.

Граматичні вправи (*change the forms of the verbs, select the correct word from the choices in brackets, correct the mistakes in the sentences, fill in the proper form of the following verbs, select the correct form of pronouns, select the correct form of prepositions, fill in the correct form of adjectives*) спрямовані на вироблення вмінь правильного вживання часових форм, прийменників, прислівників, прикметників, правильної побудови речень у сучасній англійській мові.

Комунікативні вправи (*comprehension check, speak on the following topic*) передбачають завдання дискусійного характеру та спонукають до діалогічного мовлення з аргументуванням точки зору.

Unit 1

English as the Language of Science

English is considered to be the 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.

Academic English is a variety of the English language that is used to share research. There are two types of Academic English: spoken Academic English and written Academic English. When most people think of academic writing they think of thesis papers composed by graduate students and research articles written by professional scholars. Thus, academic writing is a variety of Academic English used to convey research in writing. That means that there are different kinds of academic writing from literature reviews to research papers to abstracts and reports.

Academic writing is a complex process that requires a number of various skills. Its nature may be treated differently in different cultures and educational systems. The ways of academic writing vary sometimes considerably.

Recent research has shown that there exist certain differences in the organization and the ways of argumentation in academic writing of different languages and cultures. For example, writing specialists Joel Bloch and Lan Chi [Bloch, Chi 1995] concluded that Chinese writers prefer indirect criticism, while English authors usually do not hide their attitudes. According to Finnish linguist Anna Mauranen [Mauranen 1993], Finns pay less attention to the general organization and structure of their texts than Anglo-Americans. Another study has demonstrated that Ukrainian authors, in contrast to their Anglo-American counterparts, tend to avoid self-advertising, "eye-catching" features in their research papers.

The style of English academic writing is formal. Its main characteristics are the absence of conversational features and the use of an appropriate academic vocabulary.

Formal academic English normally avoids [Yakhontova 2003:26-27]:

1. Contractions (won't, can't, isn't, etc.).
2. Interjections and hesitation fillers (i.e., um, well, you know, etc.).
3. Addressing the reader directly.
4. Phrasal verbs (although not always).
5. Direct questions (although not always).
6. Adverbs in initial or final positions (the middle position is preferable).
7. Inappropriate negative forms.
8. Short forms of the words or slang (ad, exam).
9. Figures at the beginning of the sentence.

Academic writing maintains an objective and scholarly tone. It is, therefore, important to adopt an appropriate point of view, that is to choose (or not to choose) personal pronouns (*I* or *we*) for framing a piece of writing. Traditionally, academic writing tends to avoid personal pronouns and shows preference toward impersonal style. At the same time, there is a tendency now to use an *I*-perspective in English academic writing, mostly in humanities.

Using *I*, however, may seem somewhat unusual or awkward to Ukrainian writers. It may thus be recommended, at least for beginners, to maintain impersonal style and to avoid the first-person pronoun *I*.

An important feature of English academic writing is a cautious manner of writing. It means 'avoidance of too definite statements or conclusions. The purpose of such a strategy is to be accurate and to protect the author from being criticized for possible errors or invalid claims. Cautious writing also allows for other opinions or points of view'. Caution can be shown in several ways [Yakhontova 2003:28]:

1. By using modal verbs: Crime **may** be linked to poor education.
2. By using adjectives that express probability: It is certain ... It is likely ... It is probable... It is possible ... It is unlikely ...
3. By using a *there is* construction with the word possibility:

There is a strong possibility

a definite possibility

a slight possibility

4. By using adverbs that express certainty and probability: *Definitely, Undoubtedly, Probably, Possibly, Presumably,*
5. By using verb phrases that distance the writer from the statements or conclusions he/she makes: *It seems ... It appears ... It would seem/appear ...*
6. By using quantity words. *A majority of; A large number of; many; Some; A few.*
7. By using statements of shared knowledge, assumptions, and beliefs.

It is generally agreed

It is widely accepted

It is now generally recognized

A tendency to choose more formal alternatives when selecting words of different parts of speech is another important feature of English academic writing. English academic style makes use of formal verbs, often of Latin origin.

For successful academic writing in English, the use of appropriate collocations (relatively stable word-combinations) is very important.

Logical connectors (linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences) also improve the flow of writing (a smooth movement from one idea or piece of information in a text to the next). Logical connectors are thus guideposts for readers that help them to better follow the text.

There are some new tendencies in Academic English. Knowledge of them is especially important for those who perform research in the humanities and social sciences.

1) **Politically corrected language.** Political correctness is the principle of avoiding language that may offend particular groups of people in matters such as race, class, gender, age, religion, physical appearance, or sexual orientation [Yakhontova 2003:45]. Here are some examples of politically correct American English:

Instead of

Consider using

Black, Negroes

African Americans (Afro-Americans)

White

European (Non African) Americans

Indians

Native Americans

foreign students	international students
illegal aliens	undocumented workers
die	pass away
poor	marginalized, economically/socially disadvantaged, underprivileged
poor countries	developing countries
deaf	with a hearing impairment
drug-addict	chemically challenged
drunk	chemically affected
schools for the backward	special schools
stupid	intellectually disadvantaged, cognitively challenged, exceptional
unwed mother	single mother

2) The avoidance of unnecessary distinctions based on sex, i. e., **sexist language**. The principle of ‘non-sexist language’ in scholarly writing has been commonly recommended in recent years. Here are suggestions for avoiding sexist language [RHWCD 1990: 1564-1565].

1. Replacing *man* or *men* when they are clearly intended to refer to a person of either sex or to include members of both sexes.

<u>Instead of</u>	<u>Consider using</u>
man	human being, person, individual
mankind, man	human being, humanity, human race, society, men and women
man-made	synthetic, artificial
man in the street	average person, ordinary person

2. Using gender-neutral terms to designate occupations, positions, roles, etc., rather than terms that specify sex.

➤ Avoiding designating sex with suffixes like *-man*, *-ess*, *-ette*, *-trix*:

<u>Instead of</u>	<u>Gender-free</u>
congressman	member of Congress, legislator, representative

fireman	firefighter
insurance man	insurance agent
policeman	police officer
salesman	salesperson, sales representative
stewardess	flight attendant
authoress	author
poetess	poet
aviatrix	aviator

3. Avoiding the third person singular masculine pronoun when referring to an individual who could be of either sex, as in *When a reporter covers a controversial story, he has a responsibility to present both sides of the issue.*

You can rephrase the sentence in any of the following ways:

- (a) *When reporters cover controversial stories, they have a responsibility ...*
(structuring the sentence in the plural and using the third person plural pronouns)
- (b) *As a reporter covering a controversial story, one has a responsibility ...* (using the third person *one*)
- (c) *When a reporter covers a controversial story, he or she has a responsibility ...*
(using both the masculine and feminine singular pronouns)
- (d) *When controversial stories are covered, both sides of the issue should be presented* (using the passive voice).
- (e) *A reporter who covers a controversial story has a responsibility ...* (using a relative clause).

Vocabulary notes

1. Lingua franca – лінгва-франка (мова міжетнічного спілкування, часто з обмеженою сферою використання)
2. To get access – отримати доступ
3. Argumentation – аргументація, наведення аргументів
4. Appropriate – підхожий, відповідний; доречний, придатний

5. Contraction – скорочення, стягнення; стягнена форма
6. Hesitation – вагання, сумнів
7. Preferable – пріоритетний; якому віддається перевага
8. Maintain – твердити
9. Scholarly – вчений; властивий вченим
10. Impersonal – безособовий
11. Cautious – обережний
12. Invalid claims – претензії, що не мають законної сили

Exercises

Exercise 1. Transcribe and practice correctly the following words from the text.

Lingua franca, professionals, researchers, access, effectively, communicate, colleagues, require, considerably, certain, argumentation, conclusion, author, criticism, contrast, counterpart, avoid, self-advertising, contractions, interjection, hesitation, phrasal, initial, position, preferable, inappropriate, figure, characteristics, absence, feature, maintain, scholarly, adopt, impersonal, tendency, awkward, discourse, cautious, avoidance, strategy, accurate, error, claim, likely, undoubtedly, presumably, assumption.

Exercise 2. Translate into English the following word-combinations from the text:

Отримувати доступ до інформації; потребувати низку різноманітних навичок; значно відрізнитися; існують певні відмінності; способи аргументації; трактувати по-різному; дійти висновку; опосередкована/непряма критика, звертати більше/менше уваги на; загальна організація та структура текстів; на відміну від; уникати саморекламування; ознаки, які привертають увагу (кидаються у вічі); ініціальна/кінцева позиція; об'єктивний та науковий тон; прийняти відповідну точку зору; безособовий стиль; обережна манера письма; бути точним; захистити автора від можливих помилок.

Exercise 3. Comprehension check.

1) What is lingua franca?

- 2) What does the knowledge of English allow professionals and researchers to do?
- 3) What is academic writing?
- 4) What is the main feature of English academic writing?
- 5) What is meant by a cautious manner of writing?
- 6) What are the main linguistic ways of cautious manner of writing?
- 7) What differences exist in the organization and the ways of argumentation in academic writing of different languages and cultures?
- 8) What features does formal academic English normally avoid?

Exercise 4. Match the word with its definition:

- | | |
|------------------|--|
| 1. lingua franca | a) based on or characterized by the methods and principles of science |
| 2. formal | b) a distinctive attribute or aspect of something |
| 3. scientific | c) process of reasoning systematically in support of an idea, action, or theory |
| 4. feature | d) a common language used for communication over areas where several languages have usually been spoken |
| 5. accurate | e) describe or denote; have as a referent |
| 6. argumentation | f) a thing that is accepted as true or as certain to happen, without proof |
| 7. refer | g) the analysis and judgment of the merits and faults of a literary or artistic work |
| 8. assumption | h) a person or thing that corresponds to or has the same function as another person or thing in a different place or situation |
| 9. counterpart | i) correct in all details; exact |
| 10. criticism | j) suitable for or constituting an official or important occasion |

Exercise 5. Complete the text with words from the box.

complex thinking	become verbal art	focuses on situation	research takes place
------------------	-------------------	----------------------	----------------------

Writing is considered to be a _____ cognitive process, which _____ within a certain social context. It has also _____ an object of intensive _____. In particular, one popular trend _____ the ways of writing of various social, professional, and cultural communities. The nature and goals of writing are treated in the following way: it is considered to be the means of the development of _____, the 'culture of the thought', adequate to a certain social _____ of communication. One may conclude, that writing as thinking, as a cognitive process, and writing as a _____ are two faces of one phenomenon.

Exercise 6. Reduce the informality of the following sentences.

1. Researchers have found out that many mental illnesses are based on molecular defects.
2. What are the effects of pollution on the population of birds in large urban areas?
Several assumptions can be made.
3. 99 people visited the museum last week.
4. The experiment will be over in three months.
5. This booklet describes the requirements and content of the university graduation exams.
6. Each statement in a high-level programming language is translated into many machine-code instructions generally.
7. The investigation didn't yield any new results.
8. What can be done to improve the state of our economy?
9. You can see the data in Table 1.
10. The government won't do much to support universities in the near future.
11. Another thing to think about is the chance of crime getting worse.
12. Regrettably these days lots of people don't have jobs.
13. A few years ago the price of property in Japan went down a lot.
14. You can't always trust the numbers in that report.
15. I think we should pay students to study.

16. What were the main causes of the Russian revolution?
17. A few years ago they allowed women to vote.
18. He was over the moon when he won the prize.

Exercise 7. Match the verbs with the description of their meanings.

A

- | | |
|---------------|---|
| 1. accept | 1. decide the importance and give reasons |
| 2. accomplish | 2. agree or recognize with approval |
| 3. apply | 3. make practical use of |
| 4. assess | 4. take as true before there is proof |
| 5. assume | 5. perform successfully |
| 6. clarify | 6. arrive at an opinion |
| 7. complete | 7. have relation to |
| 8. concern | 8. finish |
| 9. conclude | 9. make clear |
| 10. consider | 10. think about, regard |

B

- | | |
|----------------|-----------------------------------|
| 1. define | 1. appear |
| 2. emerge | 2. lay stress on |
| 3. emphasize | 3. state precisely the meaning of |
| 4. evaluate | 4. concentrate on |
| 5. focus on | 5. find out the value of |
| 6. identify | 6. point |
| 7. imply | 7. pay no attention to |
| 8. indicate | 8. make a careful study of |
| 9. investigate | 9. make a suggestion |
| 10. neglect | 10. establish the identity of |

C

- | | |
|------------|--------------|
| 1. observe | 1. go before |
|------------|--------------|

- | | |
|-------------|----------------------------------|
| 2. occur | 2. watch carefully |
| 3. omit | 3. go forward |
| 4. precede | 4. leave out |
| 5. proceed | 5. happen |
| 6. refer to | 6. give a result |
| 7. require | 7. turn to for information, etc. |
| 8. specify | 8. make use of |
| 9. utilize | 9. state or name definitely |
| 10. yield | 10. demand |

Exercise 8. Find the missing nouns/verbs and fill in the blanks.

status quo	issues	scope	provides	submit	corroborates
emphasis	granted	light	laid	fall into	face

1. The Government continues to *lay* _____ on economic growth.
 2. Further scientific research could improve medical knowledge and also *shed* _____ on the other issues involved.
 3. Their objective is how to at least *maintain the* _____.
 4. The Conference cannot stand on the sidelines when it comes to these *burning* _____.
 5. We have a tendency *to take for* _____ the opportunity to conduct such a dialogue on a daily basis.
 6. These tasks certainly *lie outside the* _____ of this debate.
 7. The 2008 Constitution _____ *the foundation* for a change in the concept of public security in Ecuador.
 8. This is the first evidence which _____ our *theory*.
 9. The least developed countries continued to _____ *the problem* of an unfair trading system.
 10. Small islands _____ *a special category* because for many of them freshwater is a fragile resource.
 11. Cloning of animals _____ *further opportunities* for biological research.
 12. You may try to _____ *the paper* to an international journal.

Exercise 9. Choose a missing component (noun and an adjective or two nouns joined by a preposition) and fill in the blanks.

reliable	theoretical	integral	debated	background	findings
----------	-------------	----------	---------	------------	----------

1. Some preliminary *key* _____ of the study reveal, for example, rising sea levels.
 2. Nowadays, ecological interpretation is becoming an _____ *part* of social sciences.
 3. "Decentralizing" the operations of the National Monitoring Service is *a hotly*
 _____ *issue*. 4. The _____ *framework* of the statistical system is a
 means to conceptualise and describe what is to be measured. 5. They were also provided
 with documentation and some _____ *knowledge* on the project. 6. To arrive at
 valid conclusions, sociologists must use only _____ *sources and data*.

Exercise 10. Choose the most suitable logical connector out of the two given in each sentence.

1. Writing is a difficult skill for native speakers and nonnative speakers (*alike/accordingly*), (*thus/because*) writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. 2. Writing is especially difficult for nonnative speakers (*because/even though*) they are expected to create written products that demonstrate mastery of all the above elements in a new language. 3. (*In contrast/in addition*), writing has been taught for many years as a product rather than a process. 4. (*Therefore/moreover*), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

Exercise 11. Fill in the blanks with the logical connectors given before the text.

in other words	for example	therefore	however
even though	in fact	that is why	then

_____ ¹ computers are clever machines, they cannot understand ordinary spoken English or any other natural language. _____, ² the only language they can understand directly is machine code: central processors operate on codes, which consist of a series of binary digits. The instructions are _____ ³ said to be in machine code. _____ ⁴, machine code as a means of communication is very difficult to write. _____ ⁵ we use symbolic languages that are easier to understand. _____ ⁶, by using a special program, these languages can be translated into machine code.

_____ ⁷, the so-called "assembly languages" use abbreviations such as ADD, SUB, MPY to represent instructions. _____ ⁸, they are labels, which can be easily associated with the items they refer to.

Exercise 12. a) Learn the following Latin abbreviations and expressions.

Abbreviations	Full form	Modern meaning	Expression	Meaning
A.D.	<i>Anno Domini</i>	in the year of our Lord	<i>a priori</i>	reasoning that precedes experience
a.m.	<i>ante meridiem</i>	before noon	<i>ab initio</i>	from the beginning
cf.	<i>confer</i>	compare	<i>ad hoc</i>	arranged for a particular purpose; not pre-arranged; informal
e.g.	<i>exempli gratia</i>	for example	<i>ad infinitum</i>	without limit; forever
et al.	<i>et alii</i>	and other authors	<i>de facto</i>	existing by fact, not by law or right
etc.	<i>et cetera</i>	and so on	<i>de jure</i>	by right; according to law
ibid.	<i>ibidem</i>	the same as a previous reference	<i>ego</i>	I; individual perception or experience of oneself
i.e.	<i>id est</i>	that is to say	<i>errata</i>	list of errors, misprints, etc. in a printed book
N.B.	<i>nota bene</i>	take note	<i>in vivo</i>	in life; experiments conducted on living organisms
p.m.	<i>post meridiem</i>	after noon	<i>ipso facto</i>	by that very fact
P.S.	<i>post scriptum</i>	smth. added after the signature in a letter	<i>per capita</i>	per head (e.g., per capita income)
viz.	<i>videlicet</i>	namely	<i>per diem</i>	per day (e.g., expenses allowed each day)
vs.	<i>versus</i>	against	<i>post factum</i>	after something has happened

b) Read the sentences and comment on their meanings.

1. They had *de facto* declared war on us.
2. Mastery of genre and styles conventions liberates the *ego* of a writer and provides him/her with the tools of self-expression.

3. To view the errata for that book, click on the Book errata link on the right hand side of the book information pane.
4. Every creator starts to work within a traditional system (ideological, epistemological, literary, *etc.*) before he or she can intentionally modify that system.
5. This datum could not in general be obtained *a priori*, but only as a result of the higgling of the market.
6. The studies have shown that this class of bacterial proteins also pumps toxins out of the cell interior (Nguen *et al.*, 1983).
7. In responding to both the opportunities and the challenges posed by natural disasters, most mutual funds follow *ad hoc* mechanisms to protect their clientele.
8. The flat rate *per diem* is \$50.00.
9. Ethiopia has almost the lowest oil consumption *per capita* in the world.
10. Minerals get their names from various sources; *e.g.*, alexandrite was named for Alexander I of Russia.

Exercise 13. Speak on the following topics:

- a) Main features of English academic writing.
- b) Cautious writing.

Unit 2

Some Important Features and Elements of Academic Texts

Paragraphs and Paragraph Division. The division into paragraphs is an important feature of any type of writing. A paragraph may be defined as a textual unit usually consisting of series of sentences that are organized and coherent, and covers a particular idea. So, when writing a text, we should make sure that we start a new paragraph when we move to a new point, or to a new development of an existing point. In writing, a paragraph is defined by indentation (starting a line (of print or writing) farther from the margin than the other lines). Indentation signals the beginning of some kind of a change. In English academic writing, all paragraphs with the exception of the first one should be indented.

In English academic writing, the length of a paragraph is often between 75 and 125 words (although it can be much longer). In a short piece of academic writing (for example, the conference abstract or text summary), each major point may be developed into a separate paragraph. In longer types of papers (e.g., the journal paper), several paragraphs may be necessary to develop one point.

The topic sentence of a paragraph tells what the paragraph is about. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

Titles are important components of academic and research writing. Their function is to gain readers' attention and facilitate positive perceptions of any kind of written research. The following requirements for good academic titles can be suggested:

1. The title should indicate the topic of the study.
2. The title should indicate the scope of the study (i.e., neither overstating nor understating its significance).
3. The title should be self-explanatory to readers in the chosen area.

Titles may have quite different syntactic structures. The most typical structural types of English titles are as follows:

1. Nominative constructions (with one or more nouns as principal elements): *A Script of Today's Russian Feminine Biography*.
2. "Colon"-titles consisting of two parts separated by a colon: *The Rotor-Tip Vortex: Structure and Interaction*.
3. Titles consisting of two parts (of different syntactic types) separated by a punctuation mark other than the colon. These constructions are close in their rhetorical features to "colon"-titles: *Lagrangian Stochastic Modeling of Dispersion – from Theory to Practice*.
4. Verbal constructions that is titles containing a non-finite form of the verb as a principal element: *Analyzing and Teaching Research Genres*.
5. Titles in the form of complete sentences: *Language is not a Physical Object*.

The types and length of titles vary across fields. Hard and natural sciences usually

use long, detailed nominative titles.

Social sciences and humanities give priority to “colon”-titles. Such titles separate ideas in the relation of “general-specific” with the first part indicating a research area and the second one naming an object of the investigation. “Colon”-titles may consist of the parts with different syntactic structures.

Citations are used in academic texts to demonstrate the familiarity of the citing author with the field of investigation, to provide support for his/her research claims or criticism, to describe what has already been done in the field, to point the way to what has not been done and prepare a space for new research (Swales, 1990:181).

Giving credit to cited sources is called documentation. There are two methods of documenting:

- putting a number near the reference in square brackets (numeric);
- putting a short reference in the text itself. It usually includes the author’s/authors’ last name(s) and the year of publications and page numbers in parentheses (separated by a comma or a colon), e.g. [Jordan 1996, 15] or [Jordan 1996: 15].

If a reference is made to the whole work, the page numbers are usually not given: [Jordan 1996]. If several authors are simultaneously cited, their names are separated in parentheses by a semicolon: [Jordan 1996; Kramer 1956].

The full references are given in the bibliography at the end of the text.

Failure to provide the appropriate documentation may lead to the accusation of **plagiarism** – the serious offence of using other people’s work while pretending it is your own, without clearly acknowledging the source of that information.

To avoid plagiarizing, learn to recognize distinctive content and expression in source materials and learn to take accurate, carefully punctuated and documented notes. Some kinds of information are known by many people and are considered to be common knowledge.

Common knowledge constitutes (Houghton Mifflin, The Beacon handbook, p. 493-494):

- Historical facts (names, dates, and general interpretations) that appear in

many general reference books. For example, George Washington was the first president of the US, and the Constitution was adopted in 1787.

➤ Literature that cannot be attributed to a specific author: the Bible; but the use of specific editions or translations still may require acknowledgment.

➤ General observations and opinions that are shared by many people. For example, it is a commonly held opinion that reading, writing, and arithmetic are the basic skills to be learned by an elementary school child.

➤ Unacknowledged information that appears in multiple sources. For example, it is common knowledge that the GNP is the market value of all goods and services produced by a nation in a given year.

If a piece of information does not meet these guidelines or if you are uncertain about whether it is common knowledge, always document the material.

There are three ways to avoid committing plagiarism.

1. Summary. Summarizing is reducing several sentences, paragraphs or even an entire paper into one or two sentences by explaining the author's key point. You must credit the idea to the original writer and add a footnote or a reference to the details of the summarized work at the end. For example:

In his book The health link Michael J Brown argues that a more dynamic model is needed.

2. Paraphrasing (or **indirect quotation**) means using more or less the same number of words or sentences as the original writer, but using different vocabulary and sentence structure. Indirect quotations – often introduced by *that* for statements or *if* for questions – report what people say or ask without using their exact words. Quotation marks are not needed with indirect quotations: You must credit the idea to the original writer:

The original text: *'This is a significant issue, which the academic community has ignored'.*

Paraphrase: *John Smith claims that is important point has not received enough attention from the academic community.*

3. Direct quotation. Direct quotations represent written words exactly; quotation

marks indicate where the quoted material begins and ends. There are two basic ways of using direct quotations.

1. The author's words in quotation marks are incorporated into the text and separated from the rest of the sentence by a comma. This is typical for short quotations.

For example:

John Kenneth Galbraith commented, "In the affluent society no useful distinction can be made between luxuries and necessities." (The exact words are enclosed in quotation marks.)

2. In case of longer quotations, the quotation is indented and quotation marks are often omitted.

Citation may focus either on information provided by the cited author (information-prominent citations) or on the author himself/herself. In citations that highlight the information, the author's name and the date of publication are given in parentheses or a numerical reference is provided.

In the citation with the emphasis on the cited author, the author's last name appears in the sentence followed by the publication date in parentheses.

The ways of citing are quite diverse. According to Swales and Feak [Swales, Feak 1994: 182-183] at least two-thirds of all citations fall into one of these three major patterns.

1. Citations with a cited author as an agent of research activity. Reporting verbs in such citations are often in the past tense, e.g.:

The distribution of the seal in the Arctic Ocean *was described* by Wesley (1989). 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.

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

Possibly, most of these division-specific proteins *have now been identified* [51, 52].

3. Citations with no reference to the activity of a researcher. In this pattern the present simple tense is used:

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

Footnotes and Notes. A footnote is a note at the bottom of a page in a book which provides more detailed information about something that is mentioned on that page. End notes or notes are placed at the end of the paper. They are longer and more detailed than footnotes. A footnote or note is usually marked by a small number written above the word or item in the text. The explanation of the item has the same number. The explanations are numbered in numerical sequence. In footnotes, the first line of each entry is indented.

Appendix (*appendices* in the plural) is a body of separate additional material at the end of a book, magazine, etc., especially one that is documentary or explanatory. It usually includes important data, explanatory and illustrative materials. It is placed outside the main body of the text after the lists of references. If there are several appendices, they are appropriately enumerated (Appendix 1, Appendix 2, etc.), or labeled with letters (e.g. Appendix A, Appendix B, etc.).

Vocabulary notes

1. Define – визначати
2. Indentation – абзац
3. Margin – поле сторінки
4. With the exception – за винятком
5. Cue – знак, сигнал
6. To process – обробляти (інформацію)
7. To facilitate – полегшувати; допомагати; просувати; сприяти
8. Self-explanatory – який не потребує пояснення (роз'яснення)
9. Principal element – головний елемент
10. Colon – двокрапка
11. Punctuation mark – розділовий знак
12. Non-finite form – безособова форма

13. Hard sciences – точні науки
14. Citation – цитата; цитування, посилання
15. Documentation – підтвердження документом (документами); документування
16. Reference – посилання, виноска
17. Parentheses – круглі дужки
18. Plagiarism – плагіат
19. Coherent – зв'язний, логічно послідовний,

Exercises

Exercise 1. Transcribe and practice correctly the following words from the text.

Division, indentation, exception, attention, perception, punctuation, preposition, conjunction, citation, exclamation, paragraph, bibliography, paraphrase, feature, procedure, textual, visual, structural, rhetorical, margin, cue, process, major, facilitate, suggest, title, indicate, scope, contain, finite, widespread, familiarity, sequence, appendix.

Exercise 2. Translate into English the following words and word-combinations from the text:

Поділ на параграфи; важлива риса письма; текстова одиниця; мати справу; абзац; поле, сигналізувати зміну; за винятком; довжина параграфу; окремий параграф; тематичне речення; назва; сприяти позитивному сприйняттю; відобразити тему дослідження; межі/рамки дослідження, переоцінка /недооцінка; зрозумілий, який не потребує роз'яснень; різна синтаксична структура; номінативні конструкції; двокрапка; розділові знаки; дієслівні конструкції; повні речення; точні науки; природничі/соціальні/гуманітарні науки; досліджувана сфера; об'єкт дослідження; цитування; демонструвати обізнаність; довіряти; методи документації; цитувати одночасно; плагіат; цитата; лапки; виноска, примітка; коментар; кінцеві примітки; нумерувати; числова послідовність; додаток; пояснювальний та ілюстративний матеріали; список посилань.

Exercise 3. Comprehension check.

1. What is paragraph? How is it defined in writing?
2. What does indentation signal?
3. What is the length of a paragraph in English academic writing?
4. Where can the topic sentence be put in the paragraph?
5. What is title “responsible” for?
6. What requirements can be suggested for good academic titles?
7. Why are citations used in scientific texts?
8. What is documentation? Name main methods of documenting.
9. What do you understand under plagiarism?
10. What ways are used to avoid committing plagiarism.
11. What is quotation? What types of quotations do you know?
12. What can citations focus on?
13. What ways of citing are identified by Swales and Feak?
14. Is there any difference between footnotes and end notes?
15. What do appendices include? Where are they placed?

Exercise 4. Complete the text with words from the box.

title	relevant aspects	Internet databases	topical
notes	information	essay	specific

Once you have chosen the draft thesis, go to the set reading lists, library listings or _____ and websites to find titles of _____ books, journals, or papers. As a general rule, more recent titles tend to be more useful as it is fairly safe to assume that the writer is probably familiar with, and will cover, all the _____ of previous research in his field.

When you have found enough material on the _____ theme that you have chosen, begin reading material in order to relevance to your topic, taking _____ on interesting points and writing down page numbers of any ideas that you think you might want to use.

Always keep notes with the _____ of the book or article and journal you are

using and the author's name. Note down where you can find the book again. Unless you have this _____, you will not be able to use the ideas in your _____.

Exercise 5. Divide the following text into paragraphs with appropriate indentation.

Diamond value is based on four characteristics: carat, colour, clarity, and cut. A diamond's size is measured by carat weight. There are 100 points in a carat, and 142 carats in an ounce. Each point above one carat is more valuable than each point below one carat. In other words, a stone that weighs more than one carat is more valuable per point than a stone that is smaller than one carat. The scale used for rating a diamond's colour begins with "D", which means the stone is absolutely colourless and therefore most valuable. "E" and "F" are almost colourless. All three are good for investments. A stone rated between "G" and "J" is good for jewellery. After that the stones take on a slightly yellowish colour, which gets deeper as the grade declines. The clarity of a stone is determined by its lack of carbon spots, inner flaws, and surface blemishes. While most of these are invisible to the unaided eye, they do affect the diamond's brilliance. For jewellery, a diamond rated VVSI (very, very slight imperfections) is as close to flawless as one will find. After that the scale goes to VVS2, VS1, VS2, SI1, SI2, I1, I2 and so on. The final characteristic is cut. When shaped (round, oval, emerald, marquise, pear, or heart), the diamond should be faceted so that light is directed into the depths of the prism and then reflected outward again. A well-cut diamond will separate the light into different colours when reflected. In contrast, a nearly flawless diamond that is not professionally cut will not acquire its full reflective potential, and thus, its value may be diminished. Only stones of similar shape are more reflective qualities compared, as some shapes are more reflective than others. For example, the round shape is the most reflective.

Exercise 6. Analyze the use of citations in the text by answering the following questions:

1. Which sentences contain direct quotations?
2. Which sentences contain indirect quotations?
3. Which sentences contain author-prominent citations?

4. Which sentences contain information-prominent citations?
5. Which sentences contain reporting verbs? Identify them in the sentences.
6. Which sentences follow the citing patterns suggested by Swales and Feak? What tenses and why are used in these sentences?
7. Which sentence follows a different citing pattern?

¹Different groups and societies at different times take up different positions and attitudes to nature and its various parts [Thomas, 1983]. ²Keynes [1936] in *The General Theory of Employment, Interest and Money* gave all the details of his idea of how economies function. ³Certainly, the role of morals, ethics and philosophy has become much more prominent in recent decades, especially since the plea by Aldo Leopold [1949] for a new 'land ethic' and the growth of the 'deep ecology' movement associated particularly with Arne Naess [e. g., Naess, 1990; Devall, 1980]. ⁴Indeed, Lester Milbrath [1985: 162] has claimed that 'Americans are undergoing a profound transformation of their basic beliefs about the proper relationship between humans and their environment.'

Exercise 7. Verbs must agree with their subjects. Learn the following rules and choose the correct answer in the sentences below:

1. When the subjects are held together by the words <i>neither... nor, either...or, not only... but, or/nor</i> , then the verb will agree with the closer of the two subjects.	<i>Neither</i> the president <i>nor</i> the members of his cabinet <i>were</i> sure of what to do next about the economy.
2. In sentences referring to individuals and groups, the second verb in such sentences will agree with the noun preceding the words <i>that</i> or <i>who</i> . The word <i>only</i> will make the verb singular.	He is one of those people <i>who complain</i> too much. He is the <i>only</i> one of those people who <i>complains</i> too much.
3. Indefinite pronouns such as <i>each, every, either, neither, one, someone, somebody, anyone, anybody</i> , etc. are singular in meaning and will thus require singular verbs.	<i>Each</i> of the basketball players <i>is</i> to report to the coach.
4. <i>Several, many, both, few</i> are plural words and always take a plural verb.	Only a <i>few have passed</i> the exam.
5. If a sentence begins with <i>The number of...</i> the verb will be <i>singular</i> . If a sentence begins with <i>A number of...</i> the	<i>The number of</i> employees needing supervision <i>is diminishing</i> . <i>A number of</i> employees <i>are asking</i>

verb will be <i>plural</i> .	for bonuses.
6. Names of quantities thought as one unit have singular verbs.	<i>Five miles is</i> too much to walk. <i>Three weeks isn't</i> long to wait.
7. The following nouns agree with plural verbs: <i>cattle, gentry, goods, outskirts, police, poultry, premises, riches, wages, etc.</i>	Several <i>police were injured</i> during the rioting. Business <i>premises were damaged</i> by yesterday's bomb.

1. He is one of those candidates who (is, are) willing to speak to our group.
2. The board of the directors (meets, meet) today to discuss the issue.
3. The policeman together with many of his fellow officers (was, were) awarded a medal for valor.
4. The number of employees working to obtain a college degree (is, are) increasing.
5. Each of the boys and girls (has, have) been tested for dyslexia.
6. One of the ten men (was, were) ready to do the job without further instructions.
7. This is one of the companies that (provides, provide) a generous pension plan for employees.
8. Not one of the residents in the neighborhood (has, have) complained about the noise.
9. Not only the candidates but also a responsible voter (is, are) the key to good government.
10. He is the only one of those candidates who (is, are) willing to speak to our group.
11. There (is, are) a woman and three children waiting to see the doctor.
12. She is one of those people who (loves, love) to shop for bargains.
13. She is the only one of those people who (loves, love) to shop for bargains.

Exercise 8. Look at this advice about plagiarism given to students by an American university. Underline words and phrases which mean:

1. Expressing the same message in different words
2. Things known by everyone
3. Stating that one has obtained one's information from that source
4. Direct repetition of what someone has written or said
5. Stating that you have benefited from someone's work

How can students avoid plagiarism?

To avoid plagiarism, you must give credit by acknowledging your source whenever you

use:

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- quotation of another person's actual spoken or written words;
- a paraphrase of another person's spoken or written words.

Exercise 9. Consider the following academic situations and decide if they are plagiarism.

	Situation	Yes/No
1	Copying a paragraph, but changing a few words and giving a citation.	<i>Yes</i>
2	Cutting and pasting a short article from a website, with no citation.	
3	Taking two paragraphs from a classmate's essay, without citation.	
4	Taking a graph from a textbook, giving the source.	
5	Taking a quotation from a source, giving a citation but not using quotation marks.	
6	Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.	
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
8	Using the results of your own research, e.g. from a survey, without citation.	
9	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
10	Giving a citation for some information but mis-spelling the author's name.	

Exercise 10. Give a brief summary of the text. Use summarizing and paraphrasing to avoid plagiarism.

RAILWAY MANIAS

In 1830 there were a few dozen miles of railways in all the world – chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835–7 and especially in 1844–7; most of them were built in large part with British capital, British iron, machines and know-how. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.

(From “The Age of Revolution” by Eric Hobsbawm, 1995, p. 45)

Exercise 11. Students can avoid plagiarism by developing good study habits. Add to the list of positive habits.

1. Plan your work carefully so you don't have to write the essay at the last minute.
2. Take care to make notes in your own words, not copying from the source.
3. Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
4. Make sure your in-text citations are all included in the list of references.
5. _____
6. _____

Exercise 12. Correct any errors in the following sentences.

1. Successful paragraphing be essential to good writing.
2. Not use too many paragraphs.
3. If paragraphs will be very short, this may mean that the writer has either introduced ideas without developing them, or separated one idea over several paragraphs.
4. If paragraphs are very long, there are likely to be more than one idea in the same paragraph.
5. As a general rule, a paragraph should used a minimum of three sentences to develop an idea.

Exercise 13. Speak on the following topics:

- a) Paragraph as a textual unit.
- b) Plagiarism and how to avoid it.
- c) Citation.

Unit 3

Summaries

A summary (*розширена анотація*, sometimes *реферат*) is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. The development of summarizing skills is important for those who wish to master English academic writing. A good summary should satisfy the following requirements (Yakhontova 2003: 96-97):

1. It condenses the source text and offers a balanced coverage of the original.
2. It is written in the summary writer's own words.
3. It does not evaluate the source text and is written in a generally neutral manner.
4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.
5. The summary uses enough supporting detail and transition device that show the logical relationship of the ideas.
6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

Useful Phrases: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. You can use the following patterns in your summaries.

- According to Charles G. Morris in his book *Psychology*, ... (main idea)
- Charles G. Morris in *Psychology* discusses ... (main topic)
- Charles G. Morris in his book *Psychology* states/describes/explains/claims/argues that ... (main idea)
- In Charles G. Morris' discussion of firstborns in *Psychology*, ... (main idea)
- In his book *Psychology*, author Charles G. Morris states/describes/explains/claims /argues that ... (main idea)

Useful Phrases for Longer Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns also adding some logical connectors (such as *further*, *also*, *in addition*, *furthermore*, *moreover*, etc.) and using, if necessary, other reporting verbs.

- In the third chapter of the book, the author (*or his name*) presents ...
- The author (*or his name*) (also) argues/believes/claims/describes/ explains/states that...
- The author continues/goes on to say ...
- The author (further) states that...
- The author (*or his name*) concludes that...

In longer summaries, the author's name is usually mentioned at least three times – at the beginning, the middle, and the end. Although some reporting verbs have an evaluative meaning, they are used in summaries.

Vocabulary notes

1. Summary – розширена анотація, реферат
2. To condense – стисло викладати (думку)
3. Coverage – охоплення, покриття
4. Exclusively – виключно, тільки
5. Evaluate – оцінювати, давати оцінку
6. Outline – короткий зміст
7. Appropriate – підхожий, відповідний; доречний, придатний
8. Transition – перехід
9. Acquaint – знайомити

Exercises

Exercise 1. Transcribe and practice correctly the following words from the text.

Shortened, version, include, extensive, satisfy, requirement, source, balanced, coverage, original, exclusively, evaluate, neutral, contain, summarized, enough, support, logical, length, divide, section, highlight, outline, avoid, evaluation, comment, synonymous,

key, detail, device.

Exercise 2. Translate into English the following words and word-combinations from the text:

Розширена анотація, реферат; скорочена версія; включати посилання; оволодіти англійським академічним письмом; задовольняти вимоги; зменшувати об'єм тексту; збалансовані межі оригіналу; зосереджуватися на; оцінювати текст оригіналу; писати в нейтральній манері; перехідні засоби; логічний зв'язок думок; ознайомити читача з; можливі моделі; нагадати читачу; з цією метою; принаймні.

Exercise 3. Comprehension check.

1. What is a summary?
2. What requirements should a good summary satisfy?
3. What is the purpose of the first sentence in a summary?
4. What patterns can be used in summaries?
5. What patterns can be used in longer summaries?

Exercise 4. Complete the text with words from the box.

original	logical	interpretation	author	quotations
present tense	scientific	indirect speech		

A written summary starts with a lead, including title, _____¹, text type, and the main idea of the text. It has a clearly arranged structure and is written in a _____², chronological, and traceable manner. In contrast to a résumé or a review, a summary contains neither _____³ nor rating. Only the opinion of the _____⁴ writer is reflected – paraphrased with new words without _____⁵ from the text. Unlike a retelling, a summary has no dramatic structure and is written in _____⁶ or historic present. In summaries only _____⁷ is used and depictions are avoided. Summaries of books or dissertations present the major facts in common _____⁸ language.

Exercise 5. Compare the summary with the original text. Underline the parts of the text that appear in the summary (the first part is underlined as an example for

you). **Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: "to excel," "researchers," "economic factors," "a higher need," "seek approval by conforming."**

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar — what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in *Who's Who*.

Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades *before* college as well.

Others suggest that firstborn children have a higher need to achieve (Rosen, 1964). This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more with parents than other children (Gewirtz & Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result, firstborns may seek approval by conforming to adult standards, including standards of achievement.

Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings, – and more likely to outdo them.

(Charles G. Morris, *Psychology*)

Summary

According to Charles G. Morris in his discussion of firstborns in *Psychology*, the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from

the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standards set for them.

Exercise 6. Read a passage from the article "Teaching vocabulary in colour" by Anna Gnoinska and its summary. Evaluate the summary according to the described above requirements and try to improve it. Add appropriate first and concluding sentences and insert one reminder phrase into the middle of the revised summary.

Teaching Vocabulary in Colour

Colours have a tremendous influence on human health and the psyche. A lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students.

Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory! Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps ... and most expressive drawings are considerably more effective in colour (Williams 1983:107).

It is not unimportant, however, which colours we use to stimulate students. To benefit from using them, we should know what possible power they have over our students. Then we will not expose learners to calming vibrations if we expect them to be active or to intellectual vibrations if we expect them to use their imagination. According to Muths (1994) and Mertz (1995), the most commonly used colours have the following properties:

Green symbolizes balance and agreement with nature and other people. It soothes the nervous system. It gives hope and peace of mind. It is said to be favoured by quiet, patient, open-minded traditionalists. Too much green, however, evokes sadness and hidden fears.

Blue is a calming and cooling colour. It is relaxing for the eyes and cheering for the mind. It promotes intellectual processes; that is why people who favour it are clever and industrious but not always creative. They are exceptionally just, dutiful, and loyal.

Black represents mystery and the unknown. It protects people's individualism and makes them seem more unusual and interesting. People who like black are profound explorers and original thinkers. ...

Red is the most exhilarating colour and stimulates vivid emotions of the right brain. It promotes health, energy, and interest. In some people, however, it may evoke aggression.

White stands for youth, cleanliness, and naiveté. People who like white strive for perfection. They are submissive idealists whose dreams are difficult to fulfill. ...

It is a well-known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions. ... Using colour in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making students and teachers aware of the way they approach certain tasks.

Summary

Colours are considered to have a great impact on humans, both positive and negative. Colours may stimulate creativity and cause irritation. Colour coding facilitates perception. The teachers should know the possible influence colours have over students. Otherwise, learners may be exposed to calming colours at the time they need to be active, or to the colours promoting thinking when they are expected to use their imagination. The best known colours have the following properties. *Green* is a symbol of consensus with nature and other humans preferred by quiet, sincere people of traditional views. *Blue* is a cold, refreshing colour. It facilitates cognitive processes. The people who like this colour are hardworking but do not have enough imagination. They are exceptionally just, dutiful, and faithful. *Black*, which is usually associated with the mysterious and unknown, is favoured by people with original thinking. While *red* symbolizes health, energy, and sometimes aggression, *white* stands for youth,

cleanliness, and idealism. Colour is useful in the learning process, because it helps to better memorize new words.

Exercise 7. Choose the correct option:

1. Did everyone get (his or her, their) coat? 2. Both Robert and William had promised (his, their) support. 3. Neither Robert nor William had promised (his, their) support. 4. The volleyball team was rewarded for (its, their) efforts by winning the championship. 5. The members of the volleyball team received big rewards for (its, their) winning season. 6. She is one of those students who believe (she, they) can avoid studying. 7. She is the only one of those students who believes (she, they) can avoid studying. 8. When all the students had arrived (he or she, they) began to work on the assignment. 9. Neither of the boys would admit (their, his) part in the crime. 10. All salespeople in this company recognize (their, his or her) own responsibilities.

Exercise 8. Fill in the missing prepositions. Consult the dictionary if necessary.

1. One difficulty _____ the class questionnaire was that some students had already left the course and could not be contacted. 2. She wrote a dissertation _____ wild flower conservation in Finland in the 1990s. 3. The book is an exploration _____ the origin of the need to better understand the process of agreement in international law. 4. Research _____ the spoken language has been considerably assisted in recent years by the availability of computerized databases or 'corpora'. 5. What is Kazuo Matsui's book _____? Have you read it? 6. He did a study _____ the problem _____ side-impact automobile collisions.

Exercise 9. Correct the mistakes in the use of prepositions in the following sentences. There may be more than one mistake per sentence.

1. Her dissertation produces some interesting insights to how young children develop a visual sense of the world and the age in which development is most noticeable. 2. The reason of the unwillingness of the people involved in the demonstration to be interviewed was fear of being arrested later. 3. Hierstat's approach at the analysis of

solar phenomena is different from that of Donewski. 4. Changes of the rate of growth of the cells were observed over time. 5. Jowil's article puts great emphasis into the need of more research and argues the case of greater attention on the causes of poverty rather than the symptoms.

Exercise 10. Underline typical academic noun + preposition combinations.

The possible ecological effects of climate change are often in the news, as is the matter of whether the potential impact can be predicted. New work on a migratory bird, the pied flycatcher, takes things a stage further by showing how a climate-related population decline was actually caused. Timing is key. Over the past 17 years flycatchers declined strongly in areas where caterpillar number (food for the nestlings) peak early, but in areas with a late food peak there was no decline. The young birds arrive too late in places where caterpillars have already responded to early warmth. Mistiming like this is probably a common consequence of climate change, and may be a major factor in the decline of many long-distance migratory bird species.

Exercise 11. Correct any errors in the following sentences.

1. A book review is often carry out in periodicals. 2. Its length may various from a single paragraph to a substantial essay. 3. Such a review often contain evaluations of the book on the basis of personal taste. 4. Book reviews require special skills and obliges the reviewer with precise responsibilities. 5. The professional reviewer do not just have to read and summarize the text, but to realize concealed, implied meanings. 6. Skilled book reviewers' explanations makes the reader feel confident in their perception of the book or change it entirely.

Unit 4

Research Paper Abstracts

A research paper (or journal) abstract (*анотація*) is a short account of a research paper placed before it. The research article abstract is written by the author of a paper. The

“relatives” of the journal abstract are: the summary, the conference abstract, and the synopsis (a shorter version of a document that usually mirrors the organization of the full text).

The journal abstract performs a number of important functions. It:

- serves as a short version of the paper, which provides the most important information;
- helps, therefore, the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading a full text by giving an idea of what to expect;
- serves as a reference after the paper has been read.

The journal abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- tends to avoid the first person and to use impersonal active constructions (e.g. “This research shows ...”) or passive voice (e.g., “The data were analyzed...”);
- rarely uses negative sentences;
- uses meta-text (e.g. “This paper investigates...”);
- avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);
- does not cite by number or refer by number to anything from the text of the paper.

The most frequent tense used in the abstract is the present tense. It is used to state facts, describe methods, make comparisons, and give results. The past tense is preferred when reference is made to the author’s own experiments, calculation, observation, etc.

Journal abstracts are often divided into informative and indicative abstracts. The informative abstract includes main findings and various specifics such as measurements or quantities. This type of abstract often accompanies research reports and looks itself like a report in miniature.

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often

accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists.

The structure for the English journal abstract includes the following moves:

1. Situating the research (e.g. by stating current knowledge in the field or a research problem).
2. Presenting the research (e.g. by indicating its main purpose or main features).
3. Describing its methodology.
4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).
6. However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper.

Vocabulary notes

1. Abstract – анотація
2. Account – повідомлення
3. Synopsis – короткий огляд
4. Retrieval system – інформаційно-пошукова система
5. Dissemination – розповсюдження
6. Acronym – акронім
7. Abbreviation – аббревіатура
8. Indicative abstract – індикативний реферат
9. In miniature – в мініатюрі
10. Draw a conclusion – робити висновок

Exercises

Exercise 1. Transcribe and practice correctly the following words from the text.

Account, synopsis, version, mirror (v), audience, storage, retrieval, dissemination, circulation, tend, impersonal, frequent, preferred, finding, specific, detailed, current, methodology, rhetorical.

Exercise 2. Translate into English the following words and word-combinations from the text:

Анотація; короткий виклад наукового дослідження; на відміну від; короткий огляд; надавати інформацію; потенційна аудиторія; текстуальні та лінгвістичні характеристики; акронім; викласти текст; описати методи; робити порівняння; дати результати; інформативний/індикативний реферат; основні висновки; специфічні засоби; супроводжувати дослідницький звіт; предмет статті; переходити до детального викладу.

Exercise 3. Comprehension check.

1. What is a research paper abstract?
2. Who is it written by?
3. What functions does the journal abstract perform?
4. What textual and linguistic characteristics does a journal abstract have?
5. What is the most frequent tense used in abstracts?
6. In what case is the past tense preferred?
7. What two types of journal abstracts do you know? What is the difference between them?
8. What moves does the structure for the English journal abstract include?

Exercise 4. Complete the text with words from the box.

the Internet	retrieval systems	graphical abstracts	coverage
a summary	to indicate	to summarize	

During the late 2000s, due to the influence of computer storage and _____¹ such as _____², many scientific publications started including _____³ alongside the text abstracts. The graphic is intended _____⁴ or be an exemplar for the main thrust of the article. It is not intended to be as exhaustive _____⁵ as the text abstract, rather it is supposed _____⁶ the type, scope, and technical _____ of the article at a glance.

Exercise 5. Read the two abstracts with identified moves and answer the questions that follow.

A)

Presenting the research Treating a printed circuit board (PCB) as a thin flexible rectangular plate, we evaluate its dynamic response to periodic shock loads applied to the support contour. The effect of the load periodicity on the amplitudes, accelerations, and stresses is analyzed for transient and steady-state damped linear vibrations, as well as for steady-state undamped nonlinear vibrations. Summarizing the results It is shown that the transient nonresonant linear response can exceed the steady-state response by up to two times, and that the linear approach can be misleading in the case of a nondeformable support contour and intense loading. Discussing the research The obtained results can be of help when evaluating the accelerations, experienced by surface mounted electronic components and devices, and the dynamic stresses in a PCB of the given type, dimensions, and support conditions.

B)

Situating the research Modern democracy requires delegation. One problem with delegation is that principals and agents often have conflicting interests. A second problem is that principals lack information about their agents. Many scholars conclude that these problems cause delegation to become abdication. Presenting the results We reject this conclusion and introduce a theory of delegation that supports a different conclusion. The theory clarifies when interest conflicts and information problems do (and do not) turn delegation into abdication. Summarizing the results We conclude by arguing that remedies for common delegation problems can be embedded in the design of electoral, legislative, and bureaucratic institutions. The culmination of our efforts is a simple, but general, statement about when citizens and legislators can (and cannot) control their agents.

1. How can you characterize the above abstracts in terms of being informative/indicative?
2. What moves do all the two abstracts share?

3. What instances of meta-text (reference to the text/research itself) can you find in the texts?
4. What tense is most frequently used in the abstracts? What other tenses are used (and why)?
5. Which of the abstracts seems to advertise the research? What are the linguistic signs of self-promotion in this abstract?

Exercise 6. Correct any errors in the following sentences.

1. A web annotation is an online annotation associate with a web page.
2. With a Web annotation system, a user can to add, modify or remove information from a Web resource without modifying the resource itself.
3. The annotations can be think of as a layer on top of the existing resource.
4. This annotation layer do usually visible to other users who share the same annotation system.
5. For Web-based text annotation systems, Web annotation can used to improve or adapt its contents by adding/removing material.

Exercise 7. Write an abstract of your research paper.

Unit 5

Conference Abstracts

A conference abstract (тези доповіді) is a short account of an oral presentation proposed to the organizers of a conference. It is a widespread and important genre that plays a significant role in promoting new knowledge within scientific communities, both national and international.

For many of Ukrainian academics, the conference abstract is a kind of a “pass” to the world research communities that provides, if accepted, various opportunities for professional contacts and communication.

The abstracts submitted for international and major national conferences are usually reviewed by conference committees and a certain number of abstracts are, as a rule, rejected. Therefore, conference abstracts participate in the competition for acceptance and need to impress reviewing committees; that is why they may be written in a somewhat promotional, self-advertising manner. A dominant rhetorical feature of conference abstracts is “interestingness” created by the novelty of a topic and its presentation in an interesting for the potential audience way.

Conference abstracts have certain textual characteristics. They are usually of one-page length (200-300 words) and consist of three paragraphs on average. Some conferences require in addition a shorter version of an abstract for inclusion in the conference program. Such versions do not normally exceed 50 words.

The conference abstract tends to have five basic rhetorical moves. These moves are as follows:

1. Outlining the research field.
2. Justifying a particular research/study by indicating a gap in the previous research.
3. Introducing the paper to be presented at the conference.
4. Summarizing the paper by giving its brief overview.
5. Highlighting its results by indicating the most important results or their possible applications.

The first and the second moves are realized in the initial paragraph of the text, while the following paragraph introduces and summarizes the paper, and the concluding one highlights the outcome.

Conference abstracts from various research areas may be somewhat different due to the influence of disciplinary factors. Abstracts in hard sciences tend to be more specific about their findings. They may also provide a brief description of the research framework in the Summarizing the paper move. The abstracts in these fields generally favor the use of personal pronoun *we* for representing a single author, in contrast to their counterparts in humanities.

Vocabulary notes

1. Submit – подавати на розгляд

2. Reject – відхиляти
3. Participate – брати участь
4. Acceptance – схвалення
5. Promotional – рекламний
6. Novelty – новизна
7. On average – в середньому
8. Require – вимагати, потребувати
9. In addition – на додаток, до того ж
10. Justify – підтверджувати

Exercises

Exercise 1. Transcribe and practice correctly the following words from the text.

Disciplinary, reject, average, justify, novelty, acceptance, promotional, require, committee, review, self-advertising, interestingness, highlight, influence, strategy, introduce, move (n).

Exercise 2. Translate into English the following words and word-combinations from the text:

Тези доповіді; усна презентація; організатори конференції; важлива роль; подавати на розгляд комітету конференції; брати участь у змаганні; вразити комітет; новизна теми; довжиною в одну сторінку; в середньому; вимагати коротшої версії; включення в програму конференції; основні звороти мовлення; окреслити сферу дослідження; короткий огляд; дати короткий опис; рамки дослідження.

Exercise 3. Comprehension check.

1. What is a conference abstract?
2. Why do Ukrainian scholars try to submit abstracts to international conferences?
3. Why are they written in promotional, self-advertising manner?
4. Why is 'interestingness' a dominant rhetorical feature of conference abstracts?
5. What are textual characteristics of conference abstracts?

6. Enumerate five basic rhetorical moves of the conference abstracts.

Exercise 4. Complete the text with words from the box.

conference presented	hypothesis online	accepting and preparing acceptance	rejected committee
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Abstract management is the process of _____¹ abstracts for presentation at an academic _____². The abstract typically states the _____³, tools used in research or investigation, data collected, and a summary or interpretation of the data. The abstracts usually undergo peer review after which they are accepted or _____⁴ by the conference chair or _____⁵ and then allocated to conference sessions. The abstracts may be _____⁶ as an oral talk or as an illustrated poster during the event. Abstracts are often published before or after the event as conference proceedings or in academic journals or _____⁷. In some cases submission of a full paper may be required before final _____⁸ is given.

Exercise 5. Read the abstract and answer the questions that follow.

Outlining the research field The conference abstract is a common and important genre that plays a significant role in disseminating new knowledge within scientific communities, both national and international. As a genre with the specific features of “interestingness” created to attract the attention of reviewing committees, the conference abstract has been investigated by Berkenkotter & Huckin (1995) and Swales (1996).

Justifying a particular research/study However, the issue of cultural variation in this genre has not yet become a subject of research, although the conference abstract, like other genres of academic discourse, can be presumed to reflect the national proclivities in writing.

Introducing the paper This paper attempts to describe the culture-specific differences of English versus Ukrainian conference abstracts on the level of their cognitive structure and language and to provide some tentative explanations of cultural backgrounds underlying these rhetorical and linguistic preferences.

Summarizing the paper It is also shown how the inherited cognitive patterns of Ukrainian writers interplay with the acquired stereotypes of English scientific discourse in the abstracts they construct in English.

Highlighting the outcome As a result, this study raises a broader question: to what extent is it necessary to adopt the English conventions of this genre in order to be accepted and recognized by international fora? This issue will be discussed in connection with the pedagogical implications arising from the findings and observations of the study.

1. What rhetorical strategy is used in the first move of the abstract?
2. Why does this move contain two references? What does the author of the abstract want to show by including them into the text?
3. What strategy is used to present the study described in the abstract as a novel one (in the Justifying a particular research/study move)?
4. What instances of meta-text (phrases about the text/research itself) can you find in the abstract? What is, in your opinion, their role? How would the removal of these phrases influence the text?
5. How does the final move present the outcome of the study?
6. What promotional strategy/features can you identify in the abstract?

Exercise 6. Correct any errors in the following sentences.

1. Companies often have they own individual style and format for reports.
2. The style and structure of the report may vary in level of formality according to its purpose and who will reading it.
3. When writing reports it is use to consider the reader and the purpose of the report.
4. How many knowledge do they have of the subject discussed in the report?
5. Cultural attitudes may have an impact from the formality of language and expression used.

Exercise 7. Write your own conference abstract of 200-250 words based on your research.

Unit 6

Research Paper

1. Research paper. Types of research papers

A research paper is a piece of academic writing that provides analysis, interpretation, and argument based on in-depth independent research.

Writing a research paper requires you to demonstrate a strong knowledge of your topic, engage with a variety of sources, and make an original contribution to the debate.

There are essentially three basic types of research papers: survey research paper, analytical paper and argumentative paper [Федоренко, Суходольська, Руда 2009: 38-39].

Survey Research Paper demands the conduction of a survey that includes asking questions to respondents. The conductor of the survey then collects all the information from the survey, analyzes it and provides a representative sampling of facts and opinions.

In an **analytical research paper**, you pose a question and then collect relevant data from other researchers to analyze their different viewpoints. You focus on the findings and conclusions of other researchers and then make a personal conclusion about the topic. It is important to stay neutral and not show your own negative or positive position on the matter. Analytical papers usually explore or flesh out unsolved topics. They require clear details, well-selected facts, and representative examples.

An **argumentative paper** presents two sides of a controversial issue in one paper. It is aimed at getting the reader on the side of your point of view. You should include and cite findings and arguments of different researchers on both sides of the issue, but then favour one side over the other and try to persuade the reader of your side. Your arguments should not be too emotional though, they still need to be supported with logical facts and statistical data.

The purpose of analytical and argumentative papers is to present the author's views based on the outside reading and personal investigation on a subject – not just to collect and compile what others have said about the subject.

Effective analytical/argumentative papers should meet the following requirements: a) novelty, b) topicality, c) reliability, d) theoretical and practical value (Арнольд 1991:63).

Novelty. The research paper should present a new investigation different from what was done before. The aim is to discover new facts and regularities, substantiate new ideas, pose new important questions about the data, or to find new ways of observing data to answer important questions.

Topicality should deal with the subject of current interest and tackle gaps, weaknesses, or unsolved issues in previous research.

Reliability suggests absence of errors and entails appropriate sample size, adequacy of research methods, and validity of research findings.

Theoretical and practical value. Theoretical value suggests that the research paper offers a particular conception, explanation, or view of the phenomenon under study and thus contributes to the development of its theory. Theoretical material should be fitted for practical (applied) value.

2. Composition of the research paper

A research paper has the following parts: (a) Introduction, (b) body, (c) Conclusion, (d) References, (e) Summary (optional), and (f) Appendix (optional). The course paper is between 25 and 35 pages long, not counting the appendix. The graduation paper is 80-100 pages long, not counting the appendix.

(a) The purpose of the **Introduction** is to acquaint the reader with the topic of the paper and to attract interest in it. Introductions in English papers tend to follow a certain pattern of organization of their content.

1. Establishing the research field.

Useful phrases:

In recent years, scholars have become increasingly interested in.....

Over the last decade, interest in..... has considerably increased. Many recent studies have focused on

The reason for the interest in is quite clear. This problem is directly related to Therefore it is important to know why

2. Summarizing previous research.

Useful phrases:

The problem of has been explored by many researchers.

John Smith was the first to observe.....

The first studies were followed by

3. Establishing a niche in research.

Useful phrases:

None of these studies / data / results / findings provide the evidence for It remains unclear whether

Although considerable amount of research has been devoted to ..., few attempts have been made to investigate ...

It would be thus of interest to study / learn / investigate ...

However, little is known about the

4. Introducing the present research outlines the purpose of the paper, tasks to be solved, the object of research, the subject of research, materials used in the study, methods of research, topicality, novelty, theoretical value, practical value, approbation of the findings, thesis to be proved, the structure of the paper.

The purpose of the research paper is something that your efforts are intended to attain or accomplish: aim, objective, goal.

Useful phrases:

It is the purpose of the present investigation to study

This study sets out to identify ...

Using the described approach, this study explores ...

To accomplish the purpose and bring about the intended result, a number of specific **tasks** have to be solved.

The subject of the study is that which forms a basic matter of investigation (concepts, topics, questions, or problems).

The object is the concrete unit or phenomenon which is the target of the investigation.

Materials used in the study provide empirical data for the investigation.

Methods of analysis define the manner of research. You should give enough information on the research methods so that others can follow your procedure and can replicate it.

Topicality lies in dealing with the subject of current interest.

Novelty implies avoiding worn-out approaches to the topic.

Theoretical value suggests that the findings contribute to the development of theory and add to our knowledge of the subject.

Practical value shows that the subject dealt with in the paper has clear applications to day-to-day activities.

Approbation of results entails reporting research findings at students' conferences, seminars, etc.

Outlining the structure of the research paper entails a brief description of the contents of each major chapter.

(b) Body.

The body is the longest part of the paper. It usually contains two or three chapters which must be proportional as to the number of pages.

The first chapter usually elaborates theoretical issues: defines the topic of the paper, gives definitions and descriptions of the leading terms, supplies historical background and a discussion of the present state of research.

The 'review of the literature' provides necessary information on the background against which a new investigation makes sense.

The last chapter presents the student's individual study of the subject. This chapter defines the particular problem to be researched, presents the hypothesis and the findings. Data analysis should be described and discussed explicitly. The methodology should be stated so clearly that it is replicable.

(c) **The conclusion section** summarizes data or information obtained in the course of study. It covers up to 5 pages. If the Conclusion section appears as a separate part, it usually consists of the following moves:

1. Summary of the results.

Useful phrases:

The general purpose of the paper was to check earlier observations on and to obtain new information.

This paper focused on/ investigated/ explored

The study has shown / established / revealed / demonstrated that

2. Implications (theoretical and/or practical).

The obtained results show / indicate / suggest / confirm that

According to the results of the study

As shown by the data

The results are promising / encouraging as to

The results may become significant for.....

3. Plans for future research or possible further research in the area.

Nevertheless, the problems associated with are far from being solved and require further theoretical and experimental efforts.

The results have failed to explain

The question remains as to

We advocate further research on

(d) **References.** The list of references at the end of the paper is usually entitled References, Bibliography, or Works Cited. The sources are arranged alphabetically by author's last name.

A list of references usually includes the following information: (1) *author*: of the book or article (author's last name and initials), (2) *title*: of the book or the article and the periodical in which it appears, (3) *necessary additions*: edition number, volume number, issue number, name of the series, names of editors, compilers, or translator, (4) *facts of publication*: city of publication, publishing company, and the date of

publication, (5) *page numbers*: the total number of pages in a book or the page numbers of the article.

The most frequently used form for works cited entries in Ukraine is the so-called bibliographic standard. A new national standard of bibliographic description was adopted in Ukraine in 2015.

(e) **Summary**. It summarizes the main content and reassesses the major points presented in the paper in a different language. Summary provides a description of the organization of the paper and the main themes and content of each structural part.

(f) **Appendix**. Appendices are compilations of supplementary material added to the research paper. They are usually included when important data, explanatory and illustrative materials cannot be incorporated in the paper itself. Appendices are placed after the list of references (or summary).

Vocabulary notes

1. In-depth – ретельний, глибокий, всебічний; фундаментальний
2. Engage with – займатися (наукою); брати участь
3. Make a contribution – робити внесок
4. Survey research paper – дослідження опитування
5. Analytical paper – аналітична стаття/наукова праця
6. Argumentative paper – аргументативне дослідження
7. Conduction of a survey – проведення опитування
8. Respondent – опитуваний (*при анкетуванні*); респондент
9. Representative sampling of facts – репрезентативна вибірка фактів
10. Controversial issue – спірне питання
11. Tackle gaps – заповнити прогалину (*у знаннях*)
12. Appropriate sample size – відповідний обсяг вибірки
13. Niche – місце, ніша (*сфера діяльності*)
14. Replicate – повторювати (*науковий*) експеримент
15. Reassess - піддавати переоцінці, перегляду (*думки*)

Exercise 1. Transcribe and practice correctly the following words from the text.

procedure, approach, phenomenon, argument, knowledge, engage, original, require, adequacy, persuade, substantiate, observe, attain, entail, accomplish, considerably, increasingly, essentially, controversial, emotional, statistical, interpretation, contribution, conduction, investigation, conception, graduation, introduction, organization, approbation, application, conclusion.

Exercise 2. Translate into English the following words and word-combinations from the text:

проведення опитування, ставити питання, підтверджувати фактами та статистичними даними, ґрунтуватися на особистому дослідженні, обґрунтовувати нові ідеї, обґрунтованість результатів дослідження, ознайомлювати читача з, окреслити мету, надати емпіричні дані, дотримуватись процедури, уникати застарілих підходів, застосування у повсякденній діяльності, звітування про результати досліджень, розробляти теоретичні питання, узагальнювати дані або інформацію, розташовані за алфавітом, бути включеним до.

Exercise 3. Comprehension check.

1. What is a research paper?
2. What are basic types of research papers?
3. What does a survey research paper consist in?
4. What topics do analytical papers usually explore?
5. What is the purpose of analytical and argumentative papers?
6. What are the requirements for analytical/argumentative papers?
7. What parts does a research paper consist of?
8. What is the purpose of Introduction?
9. What are the main sections of Introduction?
10. What provides empirical data for the enquiry?
11. What is the function of the conclusion section?
12. What information does a list of references usually include?
13. Where are Appendices usually placed?

Exercise 4. Complete the text with words from the box.

soundly based	disadvantages	to deduce	weighing up	outweigh
to come to	relevant	raised	account	take

Academic texts often include sections which deal with the analysis of data. In analysing a social or political issue, the writer may need _____¹ a conclusion about the advantages and _____² of a particular course of action. The writer may, for instance, conclude that the benefits _____³ the drawbacks or vice versa. An analysis may be a matter of _____⁴ both sides of an argument, taking into _____⁵ all the _____⁶ aspects of the issue and discussing all the points _____⁷ by the research. When analysing the results of a scientific experiment, the writer is likely to need to _____⁸ account of a range of variables. In their analysis scientists try _____⁹ as much as they can from their data, drawing conclusions that are _____¹⁰ on their results.

Exercise 5. Match the beginning of each sentence with the most appropriate ending.

- | | |
|--|---|
| 1. The study revealed a regular | a) scope of your research. |
| 2. The research focuses on one particular | b) awareness of the problem. |
| 3. The writer makes a powerful | c) issues facing the world today. |
| 4. The writers take an original | d) into the environmental effects of nanoparticles. |
| 5. Until recently there was little | e) approach to their theme. |
| 6. I think you should broaden the | f) aspect of modern society. |
| 7. To date, there has been little research | g) pattern of changes in temperature. |
| 8. There are many important | h) case for restructuring parliament. |

Exercise 6. Read the text. Define the words in bold.

Academic study in any subject inevitably requires precision with regard to the meanings of the **terms** used. Many textbooks provide a **glossary** of the **terminology** of the subject and this should be referred to frequently, whenever the meaning of some new term is

not **transparent**. Often there are **subtle distinctions** between the way in which a word is used in a non-academic context and the way in which it is used in a specific academic discipline and the student needs to be able to **distinguish between** these different **senses** of the same word. When writing an essay or an article it is often appropriate to begin **defining** the key words relating to the topic. If this is not done then the reader may find writing **ambiguous** and may **misinterpret** the text. In lectures, too, the audience will require the lecturer to **clarify** what they are saying by providing a definition of any unfamiliar terms. This is essential if the lecturer is to **communicate** their meaning in clear and **coherent** way.

terms _____

glossary _____

terminology _____

transparent _____

subtle distinctions _____

senses _____

defining _____

ambiguous _____

misinterpret _____

clarify _____

communicate _____

coherent _____

Exercise 7. Dr Babayan is advising Tomoko, one of his students who is about to start writing up her dissertation. Complete their conversation with words from Exercise 6.

Dr Babayan: In the first chapter, you need a section where you **d**_____ your **t**_____.

Tomoko: I'm sorry, what does that involve exactly?

Dr Babayan: You explain your **t**_____, the special technical words or phrases you are going to use and what precise meaning they have so that your text is

t_____, and every reader knows exactly what you mean when you use a word or phrase.

Tomoko: Does it have to be in the first chapter?

Dr Babayan: Well, usually, yes, though an alternative way of doing it is to provide an alphabetical g_____ at the back of the dissertation where readers can look up the meaning. And remember, if you're using different s_____ of the same word you must explain each one.

Tomoko: That's my problem. I sometimes find it difficult to d_____ between the different meanings. There are so many s_____ d_____ between words and between the different meanings of the same words in English.

Dr Babayan: Yes, I know, but all languages are like that; it's just that you don't notice it in your own language. Look, a dissertation is all about c_____ your ideas in a clear, c_____ manner. If you use words which are a_____, your readers might m_____ your text. So, it's always important to c_____ what you intend to say.

Tomoko: Hmm. Oh well, I'll try.

Exercise 8. Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

Coping with Writing Anxiety

1. _____

Start writing at whatever point you like. If you want to begin in the middle, fine. Leave the introduction or first section until later. The reader will never know that you wrote the paper beginning with the main body. Besides, some writers routinely save the introduction until later when they have a clearer idea of what the main idea and purpose will be.

2. _____

“Talk” the paper to someone – your teacher, a friend, a roommate, a tutor in the Writing Lab. Just pick someone who’s willing to give you fifteen to thirty minutes to talk about the topic and whose main aim is to help you start writing. Have the person take notes while you talk or record your conversation. Talking will be helpful because you’ll probably be more natural and spontaneous in speech than in writing. Your listener can ask questions and guide you as you speak, and you’ll feel more as though you’re telling someone about something than completing an assignment.

3. _____

Talk into a recorder, imagining your audience sitting in chairs or standing in a group. Then, transcribe the recorded material. You’ll at least have some ideas down on paper to work with and move around.

4. _____

Pretend that you’re writing to a child, to a close friend, to a parent, to a person who sharply disagrees with you, to someone who’s new to the subject and needs to have you explain your paper’s topic slowly and clearly. Changing the audience can clarify your purpose. (*Who am I writing to when I explain how to change the oil in a car? That guy down the hall who’s always asking everyone for help.*) Changing the audience can also make you feel more comfortable and help you write more easily.

5. _____

Pretend you are someone else writing the paper. For instance, assume you are the president of a strong feminist movement and are asked to write about sexist advertising. Or, pretend you are the president of a major oil company asked to defend the high price of oil. Consider being someone in another time period, perhaps Abraham Lincoln, or someone with a different perspective from your own on things, someone living in Hiroshima at the time the bomb was dropped. Pulling yourself out of your usual perspective can help you think more about the subject than writing about the subject.

A Aim your writing at different addressees

B Discuss your essay with someone else

- C Re-read your notes
- D Imagine yourself in different roles
- E Record your composition
- F Write a plan of your paper
- G Try writing “backwards”
- H Bear information in your mind

Exercise 9. Change the words in bold from singular to plural or vice versa, making any other necessary changes to each sentence.

1. There’s an interesting PhD **thesis** on water resources in the library. (make plural)
2. What were your main **criteria** in designing your survey? (make singular)
3. She was interested in strange **phenomena** connected with comets. (make singular)
4. The **hypothesis** was never proved, as the data were incomplete. (make plural)

Exercise 10. Correct any errors in the following sentences.

1. According to me, courses in academic writing should be compulsory for all new students.
2. It has not yet been proof that the virus can jump from species to species.
3. Richardson emphasises on a number of weaknesses in the theory.
4. Taylor mentions to several studies which have looked at the problem in the past.
5. Pratt’s suggest that the poet may have suffered from depression is an interesting one.
6. Our latest results cast doubt to our original hypothesis.

Exercise 11. Underline useful verb + adverb combination in the text.

The world is facing a looming water crisis. Disputes over allocation have steadily increased in the last decade, and demand has grown rapidly. Water is likely to generate the same degree of controversy in the 21st century as oil did in the 20th. If we take no action now, new conflicts are likely to occur periodically around the world. At the moment, instead of seeking solutions which directly address multiple needs, countries

focus a little too narrowly on local issues and typically opt for expensive and inferior solutions. What is needed are decisions which can be quickly implemented and a debate which will seriously consider more than the short term needs of individual states.

Exercise 12. Use one of the combinations you underlined in 11 to complete each sentence.

1. Various measures were introduced last year to _____ the issue of identity theft.
2. The justice system needs to _____ the impact of a prison sentence on offenders.
3. The number of university applications has been _____ over the last 50 years.
4. The article _____ on one angle of the problem rather than taking a broad view.
5. The suggested measures should be _____ to avoid further problems.

Exercise 13. Write Introduction to your research.

SUPPLEMENT

TEXTS FOR SUMMARISING

Origin of physical culture

The physical culture movement of the 19th century owed its origins to several cultural trends. As a result of the Industrial Revolution, there arose a perception that members of the middle classes were suffering from various “diseases of affluence” that were partially attributed to their increasingly sedentary lifestyles. In consequence, numerous exercise systems were developed, typically drawing from a range of traditional folk games, dances and sports, military training and medical calisthenics. Many of these systems drew inspiration from the classical Greek and Roman models of athletic training and were organized according to more or less scientific methods.

Physical culture programs were promoted through the education system, particularly at military academies, as well as via public and private gymnasiums. Increasing levels of literacy, democratization of printing and the relative affluence of the middle classes spurred the growth of a genre of magazines and books detailing these systems of physical culture. Mass production techniques also allowed manufacture and commercial sale of various items of exercise equipment. During the early and mid-19th century, these printed works and items of apparatus generally addressed exercise as a form of remedial physical therapy.

Certain items of equipment and types of exercise were common to several different physical culture systems, including exercises with Indian clubs, medicine balls, wooden and iron wands and dumbbells. Combat sports such as fencing, boxing and wrestling were also widely practiced in physical culture schools, and were touted as forms of physical culture in their own right.

By the later 19-th century, the ethos of physical culture had expanded to include exercise as recreation, education, as preparation for competitive sport and as an adjunct to various political, social, moral and religious causes. The Muscular Christianity movement is an example of the latter approach, advocating a fusion of energetic Christian activism and rigorous physical culture training.

Cells at work

Everything we do, we do with our cells. An amoeba does everything – eats, grows, moves with just one cell. In a complicated creature like man, different cells do different things.

Stomach cells help digest your food, blood cells carry oxygen to different parts of the body, muscle cells help you move around, and so on. We say that all these different kinds of cells are specialized to do their particular jobs. But, of course, man is not really just a bunch of cells put together.

A bunch of muscle cells will not get along very well all by themselves. It is the same with digestive cells or a bunch of nerve cells. What you are and what you do is really the result of all your various kinds of cells working together.

A car can't move on its wheels if it has no engine. On the other hand, an engine without wheels won't take you very far either. A car runs because all its parts are organized to work together. It is just the same with our body. The same kinds of cells knitted together make tissue. Different tissues organized together make up organs. They in turn are organized into the systems such as the digestive system, that make our bodies work.

Cell theory states that the cell is the fundamental unit of life, and that all living things are composed of one or more cells or the secreted products of those cells. All cells arise from other cells through cell division. In multicellular organisms, every cell in the organism's body derives ultimately from a single cell in a fertilized egg. The cell is also considered to be the basic unit in many pathological processes. Additionally, the phenomenon of energy flow occurs in cells in processes that are part of the function known as metabolism. Finally, cells contain hereditary information (DNA) which is passed from cell to cell during cell division.

Ecology

The word "environment" means simply what is around us. Some people live in a town environment; for others, their environment is the countryside.

Nowadays people understand how important it is to solve the environment problems that endanger people's lives. The most serious environmental problems are: pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, etc., destruction of wildlife and countryside beauty, shortage of natural resources (metals, different kinds of fuel), the growth of population.

There is no ocean or sea, which is not used as a dump. Many seas are used for dumping industrial and nuclear waste. This poisons and kills fish and sea animals. "Nuclear-poisoned" fish can be eaten by people.

Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. There is not enough oxygen in the water. In such places all birds leave their habitats and many plants die. If people drink this water they can die too. It happens so because factories produce a lot of waste and pour it into rivers. So, they poison water.

Most of the pollution in big cities comes from cars and buses. More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Both clear air and clean water are necessary for our health. If people want to survive they must solve these problems quickly. Man is beginning to understand that his environment is not just his own town or country, but the whole earth. That's why people all over the world think and speak so much about ecology.

The seas and oceans

There are five oceans in the world - the Pacific, which is the largest, the Atlantic, the Indian, the Arctic and the Antarctic. They cover almost three quarters of the earth's surface. Land, particularly peninsulas and islands, divides the oceans into seas. The islands of the West Indies, for example, separate the Caribbean Sea from the Sargasso Sea in the North Atlantic Ocean.

The ocean floor is made up of shelves, slopes and deeps. The continental shelf is the shallow part of the oceans around the continents. The ocean floor gradually slopes

away from the continental shelf to the ocean deeps. The deeps off the coast of Japan reach down to over 10,300 metres. There are also huge mountain ranges, such as the Mid-Atlantic Ridge, on the ocean floor. These mountains were formed in the same way as mountains on land but they are hidden under water.

The oceans and seas are always moving because of waves, currents and tides. Waves are made by winds blowing across the surface of the water. Ocean currents can be either cold or warm and they have an important effect on climate. Tides are regular rises and falls of the sea. They happen when the gravity of the moon attracts and pulls the sea water slightly towards it. Tides vary in different parts of the world but they always happen twice in every 24 hours 50 minutes. This is the time it takes for the moon to orbit the earth.

Earthquakes and Volcanoes

Earthquakes and volcanic eruptions often happen at the edges of the plates in the earth's crust. When one plate moves against another, a violent shaking of the ground may occur. This is an earthquake.

Like the waves which spread out from the centre when you throw a stone into a pond, the vibrations of an earthquake spread out from a centre called the focus. The surface of the earth above the focus is the epicentre. If an earthquake is very strong it can cause landslides and floods.

Volcanoes are openings in the earth's crust out of which molten rock (called lava), rocks, ashes, dust and gases come from the inside of the earth. The lava, rocks and ashes sometimes form a mountain shaped like a cone. Sometimes the lava comes up through long cracks and flows over large areas to make a flat area called a plateau. Many volcanoes do not erupt for long periods. These are called dormant volcanoes. In volcanic regions there are also many geysers which produce steam and hot water.

Earthquakes and volcanic eruptions occur mainly in certain areas of the earth. These areas are often at the edges of the plates on the earth's crust. For example, the largest belt is called the "Fiery Girdle" and goes around the shores of the Pacific Ocean. A second belt follows the ridge in the middle of the Atlantic. A third belt runs from the Mediterranean to the Himalayas.

Unemployment

The amount of unemployment in the country is measured by the unemployment rate, the percentage of workers without jobs in the labor force. The labor force only includes workers actively looking for jobs. People who are retired, pursuing education, or discouraged from seeking work by a lack of job prospects are excluded from labor force. Unemployment can be generally broken down into several types that are related to different causes. Classical unemployment occurs when wages are too high for employers to be willing to hire more workers. Wages may be too high because of minimum wage laws or union activity. Consistent with classical unemployment, frictional unemployment occurs when appropriate job vacancies exist for a worker, but the length of time needed to search for and find the job leads to a period of unemployment. Structural unemployment covers a variety of possible causes of unemployment including a mismatch between workers' skills and the skills required for open jobs. Large amounts of structural unemployment can occur when an economy is transitioning industries and workers find their previous set of skills is no longer in demand. Structural unemployment is similar to frictional unemployment since both reflect the problem of matching workers with job vacancies, but structural unemployment covers the time needed to acquire new skills not just the short term search process. While some types of unemployment may occur regardless of the condition of the economy, cyclical unemployment occurs when growth stagnates.

Different types of unemployment involve different causes, but there are some causes common to all of them. Chief among these common causes is a lack of sufficient aggregate demand for labor. While a large variety of different factors can reduce aggregate demand for labor, microeconomic threshold factors have recently become of interest for policymakers. One such factor of particular recent note concerns decreases in the effective tax rate (for example, when tax shelters such as tax havens become more widely available) which cause the expected return on investment from hiring new employees to fall below net return from paying tax from profits, leading businesses to choose to bank their profits instead of investing them in hiring. Since all profitable businesses in a jurisdiction face a similar decision based on similar changes in the

effective tax rate, the combined macroeconomic effect can be quite large, and feedback via consumer spending into the aggregate demand, lowering the expected return on investment in labor even further. Under those conditions, profits and bank deposits will sharply increase simultaneously with the sharp drop in employment, as was the case in 2007-2012 in the US.

Types of business activities

When we talk about a company's activities we normally describe the different areas that it is involved in. Companies can be divided into sectors – those that:

- produce goods (manufacturers)
- provide services (service providers)
- sell goods to the public (retailers)
- are involved in TV, film and publishing (media).

Some companies concentrate on one main activity, while others are involved in more than one sector. For example, General Electric is a multinational company which is involved in a number of different areas such as manufacturing technological products, offering financial services and media.

It is possible to classify business activity into three sections: primary, secondary and tertiary. Primary business activity describes extractive areas such as agriculture, mining, fishing, etc. This type of activity generally focuses on extracting and utilising resources provided by nature. Secondary business activity includes manufacturing and construction industries (those that make, build or assemble products, e.g. car production). Tertiary activity includes businesses that provide services (e.g. banking, public transport, consultancy, web design, etc.) Services can be divided into direct services that are offered directly to the general public and commercial services which deal with other businesses. However, many businesses (e.g. banking) offer services which are used by the public as well as by other commercial companies.

Psychoanalysis

From the 1890s until his death in 1939, the Austrian physician Sigmund Freud developed psychoanalysis, a method of investigation of the mind and the way one thinks; a systematized set of theories about human behavior; and a form of psychotherapy to treat psychological or emotional distress, especially unconscious conflict. Freud's psychoanalytic theory was largely based on interpretive methods, introspection and clinical observations. It became very well known, largely because it tackled subjects such as sexuality, repression and the unconscious mind as general aspects of psychological development. These were largely considered taboo subjects at that time, and Freud provided a catalyst for them to be openly discussed in polite society. Clinically, Freud helped to pioneer the method of free association and a therapeutic interest in dream interpretation.

Freud had a significant influence on Swiss psychiatrist Carl Jung, whose analytical psychology became an alternative form of depth psychology. Other well-known psychoanalytic scholars of the mid-20th century included psychoanalysts, psychologists, psychiatrists, and philosophers. Among these thinkers were Erik Erikson, Melanie Klein, D. W. Winnicott, Karen Horney, Erich Fromm, John Bowlby, and Sigmund Freud's daughter, Anna Freud. Throughout the 20th century, psychoanalysis evolved into diverse schools of thought, most of which may be classed as Neo-Freudian.

Psychoanalytic theory and therapy were criticized by psychologists such as Hans Eysenck, and by philosophers including Karl Popper. Popper, a philosopher of science, argued that psychoanalysis had been misrepresented as a scientific discipline, whereas Eysenck said that psychoanalytic tenets had been contradicted by experimental data. By the end of 20th century, psychology departments in American universities had become scientifically oriented, marginalizing Freudian theory and dismissing it as a "desiccated and dead" historical artifact. Meanwhile, however, researches in the emerging field of neuro-psychoanalysis defended some of Freud's ideas on scientific grounds, while scholars of the humanities maintained that Freud was not a "scientist at all, but ... an interpreter."

Mathematics: notation, language and rigor

Most of the mathematical notation in use today was not invented until the 16th century. Before that, mathematics was written out in words, a painstaking process that limited mathematical discovery. Euler was responsible for many of the notations in use today. Modern notation makes mathematics much easier for the professionals, but beginners often find it daunting. It is extremely compressed: a few symbols contain a great deal of information. Like musical notation, modern mathematical notation has a strict syntax and encodes information that would be difficult to write in any other way.

Mathematical language can be difficult to understand for beginners. Words such as “or” and “only” have more precise meanings than in everyday speech. Moreover, words such as “open” and “field” have been given specialized mathematical meanings. Technical terms such as “homeomorphism” and “integrable” have precise meanings in mathematics. Additionally, shorthand phrases such as “iff” for “if and only if” belong to mathematical jargon. There is a reason for special notation and technical vocabulary: mathematics requires more precision than everyday speech. Mathematicians refer to this precision of language and logic as “rigor”.

Mathematical proof is fundamentally a matter of rigor. Mathematicians want their theorems to follow from axioms by means of systematic reasoning. This is to avoid mistaken “theorems”, based on fallible intuitions, of which many instances have occurred in the history of the subject. The level of rigor expected in mathematics has varied over time: the Greek expected detailed arguments, but at the time of Isaac Newton the methods employed were less rigorous. Problems inherent in the definitions used by Newton would lead to resurgence of careful analysis and formal proof in the 19th century. Misunderstanding the rigor is a cause for some of the common misconceptions of mathematics. Today, mathematicians continue to argue among themselves about computer-assisted proofs. Since large computations are hard to verify, such proofs may not be sufficiently rigorous.

Computer studies

A folkloric quotation, often attributed to, states that “computer science is no more about computers than astronomy is about telescopes”. The design and deployment of computers and computer systems is generally considered the province of disciplines other than computer science. For example, the study of computer hardware is usually considered part of computer engineering, while the study of commercial computer systems and their deployment is often called information technology or information systems. However, there has been much cross-fertilization of ideas between the various computer-related disciplines. Computer science research also often intersects other disciplines, such as philosophy, cognitive science, linguistics, mathematics, physics, statistics, and logic.

Computer science is considered by some to have a much closer relationship with mathematics than many other scientific disciplines, with some observations saying that computing is a mathematical science. Early computer science was strongly influenced by the work of mathematicians such as Kurt Gödel and Alan Turing, and there continues to be a useful interchange of ideas between the two fields in areas such as mathematical logic, category theory, domain theory, and algebra.

The relationship between computer science and software engineering is a contentious issue, which is further muddled by disputes over what the term “software engineering” means, and how computer science is defined. David Parnas, taking a cue from the relationship between other engineering and science disciplines, has claimed that the principal focus of computer science is studying the properties of computation in general, while the principal focus of software engineering is the design of specific computations to achieve practical goals, making the two separate but complementary disciplines.

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