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КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

ГОЛУБ Л.Н., МЕДВЕДЕВА С.А.

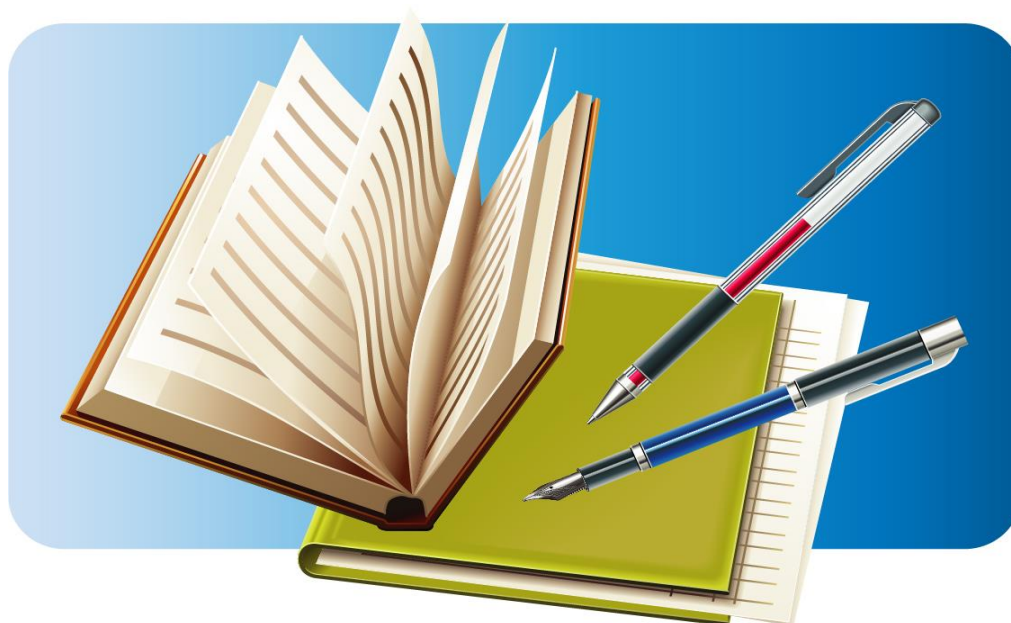
Наука и научная сфера деятельности.

Академическое письмо

Английский язык

для аудиторных занятий и самостоятельной работы магистрантов

Учебное пособие



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Учебное пособие представляет собой курс академического английского языка, основной целью которого является развитие коммуникативных умений, овладение новыми языковыми средствами в соответствии с темами, связанными с академической деятельностью; достижение практического владения языком, позволяющего использовать его в научной работе.

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ПРЕДИСЛОВИЕ

Данное учебное пособие адресовано магистрантам. Цель пособия - способствовать развитию языковой компетенции для академических целей, которая представляет собой одно из приоритетных направлений языковой подготовки в настоящее время.

Содержание пособия определяется практическими потребностями студентов, связанными с выполнением академических задач и требованиями, предъявляемыми образовательными программами к качеству языковой подготовки.

Поскольку выбранные темы носят универсальный академический характер, пособие может применяться для обучения английскому языку магистрантов всех специальностей.

Учебное пособие направлено как на формирование языковой компетенции:

- чтения, говорения, письма, лексических навыков;

на формирование академических компетенций, прежде всего исследовательских:

- работа с первоисточниками

- составление академических документов

- подготовка выступлений на конференциях

- подготовка презентаций

- участие в дискуссиях и круглых столах

- совершенствование академического стиля письменной и устной речи

- формирование представлений об исследовательской деятельности.

Учебное пособие можно использовать в качестве основного средства обучения в аудиторной и внеаудиторной работе, а также для самоподготовки.

UNIT I

WHAT IS SCIENCE

1. *See if you remember:* to meet human needs; to refer to, to distinguish to encounter difficulties, to emerge; at great expense; search for truth; to point out.

2. *Look through the text and write an outline, either in Russian or in English.*

Text 1. What is science?

1. It can be said that science is a cumulative “body” of knowledge about the natural world, obtained by the application of a peculiar method practiced by the scientist. It is known that the word science itself is derived from the Latin «scire», to know, to have knowledge of, to experience. Fundamental and applied sciences are commonly distinguished, the former being concerned with fundamental laws of nature, the latter engaged in application of the knowledge obtained. Technology is the fruit of applied science, being the concrete practical expression of research done in the laboratory and applied to manufacturing commodities to meet human needs.

2. The word “scientist” was introduced only in 1840 by a Cambridge professor of philosophy who wrote: “We need a name for describing a cultivator of science in general. I should be inclined to call him a scientist. “The cultivators of science” before that time were known as “natural philosophers”. They were curious, often eccentric, persons who poked inquiring fingers at nature. In the process of doing so they started a technique of inquiry which is now referred to as the “scientific method”.

3. Briefly, the following steps can be distinguished in this method. First comes the thought that initiates the inquiry. It is known, for example, that in 1896 the physicist Henri Becquerel, in his communication to the French Academy of Sciences, reported that he had discovered rays of an unknown nature emitted spontaneously by uranium salts. His discovery excited Marie Curie and together with her husband Pierre Curie she tried to obtain more knowledge about the radiation. What was it exactly? Where did it come from?

4. Second comes the collecting of facts: the techniques of doing this will differ according to the problem which is to be solved. But it is based on the experiment in which anything may be used to gather the essential data - from a test-tube to an earth-satellite. It is known that the Curies encountered great difficulties in gathering their facts, as they investigated the mysterious uranium rays.

5. This leads to step three: organizing the facts and studying the relationships that emerge. It was already noted that the above rays were different from anything known. How to explain this? Did this radiation come from the atom itself? It might be expected that other materials also have the property of emitting radiation. Some investigations made by Mme Curie proved that this was so. The discovery was followed by further experiments with “active” radio elements only.

6. Step four consists in stating a hypothesis or theory: that is, framing a general truth that has emerged, and that may be modified as new facts emerge. In July 1898, the Curies announced the probable presence in pitchblende ores of a new element possessing powerful radioactivity. This was the beginning of the discovery of radium.

7. Then follows the clearer statement of the theory. In December 1898, the Curies reported to the Academy of Sciences: "The various reasons enumerated lead us to believe that the new radioactive substance contains a new element to which we propose to give the name of Radium. The new radioactive substance certainly contains a great amount of barium, and still its radioactivity is considerable. It can be suggested therefore that the radioactivity of radium must be enormous?"

8. And the final step is the practical test of the theory, i. e. the prediction of new facts. This is essential, because from this flows the possibility of control by man of the forces of nature that are newly revealed.

9. Note should be taken of how Marie Curie used deductive reasoning in order to proceed with her research, this kind of "detective work" being basic to the methodology of science. It should be stressed further that she dealt with probability - and not with certainty - in her investigation. Also, although the Curies were doing the basic research work at great expense to themselves in hard physical toil, they knew that they were part of an international group of people all concerned with their search for truth. Their reports were published and immediately examined by scientists all over the world. Any defects in their arguments would be pointed out to them immediately.

3. Give Russian equivalents of: a cumulative body of knowledge, a peculiar method practiced by the scientist, manufacturing commodities to meet human needs.

4. Identify the words used by the author as equivalent to: направляя свой пытливый ум на . . .

5. Identify the words used by the author as equivalent to: doing so, a technique of inquiry.

Text 2. Scientific attitude

1. Read the text to yourself and be ready for a comprehension checkup:

What is the nature of the scientific attitude, the attitude of the man or woman who studies and applies physics, biology, chemistry or any other science? What are their special methods of thinking and acting? What qualities do we usually expect them to possess?

To begin with, we expect a successful scientist to be full of curiosity - he wants to find out how and why the universe works. He usually directs his attention towards problems which have no satisfactory explanation, and his curiosity makes him look

for the underlying relationships even if the data to be analyzed are not apparently interrelated. He is a good observer, accurate, patient and objective. Furthermore, he is not only critical of the work of others, but also of his own, since he knows man to be the least reliable of scientific instruments.

And to conclude, he is to be highly imaginative since he often looks for data which are not only complex, but also incomplete.

2. Check up for comprehension:

1. What qualities do we expect to find in a successful scientist? 2. Why do we say that a successful scientist is full of curiosity? 3. Why is it difficult to see the underlying relationships? 4. Why is he critical of his own work? 5. Why is it necessary for him to be highly imaginative? 6. Give a Russian equivalent of the title and of *the data analyzed and the data to be analyzed*.

3. Read the text to yourself and suggest a title:

There is some reason in the belief that we are the masters of nature. Yet this very dominance of man over his environment has become the cause of ever-growing concern, on the part of scientists and general public, for what we are doing to the world we live in.

A century ago man had very limited powers to upset the balance of nature. Now this power is multiplied annually by the advance of technology. Thinking people cannot avoid the conclusion that, should present trends continue, we may make our planet physically and psychologically unsuitable for humanity.

In the face of this prospect many people take a defeatist view in the belief that one cannot put back the clock.

They do not realize that it is the compulsive need for quick profits, motivating capitalism, which causes the constant revolutionizing of the modes of production, without regard to the pollution and damage it is doing to the environment. They do not realize that it is the values and attitudes within any society that determine the way it handles nature and natural resources. And only through a radical change in these values and attitudes can we hope to cope with the environmental problem.

4. Check up for comprehension:

1. What is the subject under discussion? 2. What makes scientists and general public feel concerned about the way we handle nature? 3. Has the situation always been the same? 4. What is the change due to? 5. What do thinking people fear? 6. Can you explain what is meant by «defeatist view» and “put, back the clock”? 7. What is the actual cause of constant revolutionizing of the modes of production under capitalism? 8. What is meant by «values and attitudes»? 9. What is the author's hope for the solution of the environmental problem?

Text 3.

1. Read the text to yourself and be ready to do some exercises:

1. Should any one attempt a brief characterization of the present-day environment problems he would find it beyond the competence of an individual scientist? For the environmental situation has long become a subject of separate and joint research efforts of biologists, chemists, and biochemists who have to combine their knowledge with the information supplied by students of geology, oceanography and meteorology, with experts in sociology, psychology and philosophy hurriedly joining in. Yet, if stated briefly, one of the causes of the present-day environmental situation should be sought in the lack of a balanced development of particular fields of knowledge, and of an adequate picture of the intricately operating whole which is our planet. The rapid and ever-growing advances in certain highly specialized fields have brought mankind far ahead of our general fundamental knowledge of the long-range effect of some technological developments, spectacular though they may appear, especially of their interplay and interdependence. It is man's intervention in nature that has singled him out from the rest of the animal world since his early days. It is this very intervention that has landed him nowadays in this highly technological world of ours, with the rate of progress in particular applied fields being faster than that in our fundamental knowledge of the general operation of the Earth. It is precisely this discrepancy between the two rates which seems to be at the root of most of today's problems. This is by no means an exhaustive explanation, ignoring as it does, the social factor.

2. The threat to his environment is a second major problem man is faced with in the mid-20th century, the first being a menace of a nuclear catastrophe. What is so peculiar about the environmental problem when compared to the other one? Surely not its global character and everybody's involvement. A nuclear catastrophe, as seen nowadays by practically everybody everywhere, would inevitably involve every country, no matter how small or big it is, and would concern every individual, whatever secluded life he might be living. Should it happen, its inescapability is too obvious to be; disputed. So is its explosive character. In contrast to this, the environmental crisis is of a cumulative nature. It is just the obscure and intricate pattern of the interaction of all factors that makes it so dangerous. For no single action taken, or decision made, can bring about an immediate catastrophe, nor could there be the last straw or the last step that would set in motion an avalanche of irreversible and immediate events leading to the ultimate gloomy end. It is only step by step that we approach the critical point, were there such a thing as "point" in this context.

3. Consequently, what is needed first and foremost is that we realize the possible adverse impact of the long-range effects of our actions, however noble the

motives may seem to us at present, on the entire human race. Out of this realization may come an entirely new approach to the problem, the new approach as proclaimed by Vernadsky of the biosphere governed and operated in accordance with the laws of the human mind. Next comes the urgent need for basic research to get more profound knowledge of the cause-effect relationship, the time factor necessarily taken into account, in the whole realm of human environment, both natural, man-disturbed and man-initiated. Fundamental and irreversible as they may often be, the changes in our environment are not likely to bring mankind to the brink of annihilation overnight. It would take us some time yet to reach there. So let us use the time for learning how to preserve our planet in good shape and in running order for an indefinitely long time.

2. Find the words equivalent to: недостаточно равномерное развитие конкретных областей знания и правильного представления о сложном взаимодействии процессов, происходящих внутри единого целого; невозможно скрыться от; характер постепенного нарастания; скрытый и сложный механизм взаимодействия.

3. Give Russian equivalents of: spectacular though they may appear, it is this very intervention that has landed him; ignoring as it does; no matter how small or big it is; first and foremost, however noble the motives may seem to us; to bring mankind to the brink of annihilation overnight; it would take us some time yet to reach there.

Text 4. The Origin of Science

1. Read and translate the text

For many thousands of years the earth was inhabited by creatures who lived and died without passing on their experiences to following generations. These early fish, reptiles, birds and mammals could only “talk” to each other through the roars, calls and screams of the jungle. Yet, somehow, from these prehistoric beings a more intelligent animal evolved with a brain able to form the controlled sounds of speech.

This human being began to use rocks and trees to fashion weapons to help him hunt for food. Stones and spears were probably the first tools used by humans as extensions of their own bodies – the spear could travel faster in flight than man could run – and this ability to invent tools and pass on knowledge gave man a growing control of his surroundings. His search for new ways to survive and to improve his way of life continued through the ages thus the story of man’s world of science and invention was shaped.

Writing is known to contribute much to man’s experience accumulation, books printing being his greatest brainchild. As knowledge grew and the art of writing developed, parts of the story were recorded – some in one book, some in another.

No man could remember all there was to know and writers found it useful to classify their knowledge under separate headings – much like a library arranges its books in sections so that the reader will know where to look for each subject. Science became separated into various branches. But its progress began only when man started to search for natural laws and principles, and produced theories, applying to scientific methods, such as: observation, analysis, synthesis, induction, deduction, hypothesis and experimentation.

2. Match the words to their definitions

1) observation	a) a formal set of ideas that is intended to explain why smth happens or exists.
2) induction	b) the process of using information or finding the answer to the problem.
3) deduction	c) a method of discovering general rules and principles from particular facts and examples.
4) analysis	d) an idea or explanation of smth. that is based on a few known facts but has not yet been proved to be true or correct.
5) synthesis	e) the act of watch smth. carefully for a period of time, esp. to learn smth.
6) hypothesis	f) the detailed study or examination of smth. in order to understand more about it.
7) experiment	g) the act of combining separate ideas, beliefs, styles; a mixture or combination of them.
8) theory	h) a scientific test that is done in order to study what happens and to gain new knowledge.

Text 5. Science

1. Read and translate the text

Science (from Latin *scientia*, meaning “*knowledge*”) is an enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the world. An older and closely related meaning still in use today is that of Aristotle for whom scientific knowledge was a body of reliable knowledge that can be logically and rationally explained.

Since classical antiquity science as a type of knowledge was closely linked to philosophy. In the early modern era the words “science” and «philosophy» were sometimes used interchangeably in the English language. By the 17th century, natural philosophy (which is today called “natural science”) had begun to be considered separately from “philosophy” in general, while, “science” continued to

be used in a broad sense denoting reliable knowledge about a topic, in the same way it is still used in modern terms such as library science.

However, in modern use, “science” is still mainly treated as synonymous with natural and physical science, and thus restricted to those branches of study that relate to the phenomena of the material universe and their laws, sometimes with implied exclusion of pure mathematics. This is now the dominant sense in ordinary use. The word “science” became increasingly associated with the disciplined study of physics, chemistry, geology and biology. This sometimes left the study of human thought and society in a linguistic limbo, which was resolved by classifying these areas of academic study as social science.

In its turn the term “humanities” or “arts” refers to the subjects of study that are concerned with the way people think and behave, for example literature, language, history and philosophy (as it understood nowadays).

2. Какие из приведённых ниже предложений истинны (Т), а какие ложны (F)?

1. The term “science” is applied only to natural science.
2. The word “knowledge” is derived from the negation “no”, meaning the path leading from ignorance to understanding the world.
3. Natural and physical sciences deal with testable explanations and predictions.
4. Aristotle studied the body of a human being and gained a reliable knowledge in this sphere.
5. There was a time when «science» and «philosophy» meant the same.
6. The word “science” and the word combination “natural and physical science” are looked upon as synonymous.
7. Pure mathematics is included into the notion «natural and physical science».
8. Library science naturally belongs to humanities.

1. What do you know about science and technology? Before you read the Text “The Role of Science and Technology in Our Life”, discuss these questions with your group mates.

2. Read the Text to find out if you are right or wrong.

The Role of Science and Technology in Our Life

To understand and explore the importance of science and technology in our daily lives, let us first start by defining the terms *science* and *technology*. Science covers the broad field of knowledge that deals with observed facts and the

relationships among those facts. Technology refers to the use of tools, gadgets and resources that help us control and adapt to our environment. The term also refers to the use of machines and utensils which make our daily lives simpler and more organized.

The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Today, science and technology are closely related. Many modern technologies such as space flights or nuclear power depend on science and the application of scientific knowledge and principles. In turn, technology provides science with up-to-date instruments for its investigation and research. Science provides the basis of much of modern technology.

Science and technology are part of almost every aspect of our lives. Although we rarely think about it, they make extraordinary things possible. At the flick of a switch, we have light and electricity, when we are ill, science helps us get better. Science and technology create ways to improve our future.

Modern science and technology have changed our lives in many dramatic ways. Airplanes, automobiles, communications satellites, computers, plastics, and television are only a few of the scientific and technological inventions that have transformed human life. Research by nuclear physicists has led to the development of nuclear energy as a source of power. Agricultural scientists have developed better varieties of plants and highly effective fertilizers. The development of antibiotics and other new drugs has helped to control many infectious diseases. And now we live in the information era when the computer network embraces the globe and connects not only the countries and space stations but a lot of people all over the world. All these things prove the power and the greatest progressive role of science and technology in our life.

Although scientific and technological achievements have benefited us in many ways, they have also created serious problems. The rapid growth of industrial technology, for instance, has resulted in such grave effects as environmental pollution and fuel shortages. Breakthroughs in nuclear research have led to the development of weapons of mass destruction. Some people fear that biological research will produce new disease-causing bacteria or viruses that resist drugs. People are also concerned that computerized information systems may destroy personal privacy.

But science itself is neither good nor bad. The uses that people choose to make of scientific knowledge determine whether that knowledge will help or harm society.

1. What do science and technology cover?
2. How are science and technology related?
3. Are science and technology part of every aspect of our lives?

4. How have science and technology changed our lives?
5. What are harmful effects of scientific and technological achievements?
6. What do the uses that people choose to make of scientific knowledge determine?

3. Read the three texts, do the tasks, and answer the questions.

Data, Evidence and Facts

Data

Data is a set of values of qualitative or quantitative variables. Data is measured, collected and reported, and analyzed, whereupon it can be visualized using graphs or images. Data as a general concept refers to the fact that some existing information or knowledge is represented in some form suitable for better usage or processing.

Raw data, i.e. unprocessed data, is a collection of numbers, characters. Field data is raw data that is collected in an uncontrolled *in situ* environment. Experimental data is data that is generated within the context of a scientific investigation by observation and recording.

The word ‘data’ used to be considered the plural of ‘datum’, and still is by some English speakers. Nowadays, though, ‘data’ is most commonly used in the singular, as a mass noun (like ‘information’, ‘sand’ or ‘rain’).

4. Answer the questions:

1. What is data? What type of data do you plan to collect and analyze for your research?
2. What is the difference between raw and field data?
3. Will you use experimental data in your research?

Evidence

Evidence, broadly construed, is anything presented in support of an assertion. This support may be strong or weak. The strongest type of evidence is that which provides direct proof of the truth of an assertion. At the other extreme is evidence that is merely consistent with an assertion but does not rule out other, contradictory assertions, as in circumstantial evidence.

Scientific evidence consists of observations and experimental results that serve to support, refute, or modify a scientific hypothesis or theory, when collected and interpreted in accordance with the scientific method.

In scientific research evidence is accumulated through observation of phenomena that occur in the natural world, or which are created as experiments in a laboratory or other controlled conditions. Scientific evidence usually towards supporting or rejecting a hypothesis.

One must always remember that the burden of proof is on the person making

a contentious claim. Within science, this translates to the burden resting on presenters of a paper, in which the presenters argue for their specific findings. This paper is placed before a panel of judges where the presenter must defend the thesis against all challenges.

5. Translate from English into Russian the words and word combinations

6. Answer the questions:

1. What is the difference between evidence and scientific evidence
2. How is evidence accumulated in scientific research?
3. What is a claim? How to prove a claim?

Facts

A fact is something that has really occurred or is actually the case. The usual test for a statement of fact is verifiability - that is, whether it can be demonstrated to correspond to experience. Standard reference works are to check facts. Scientific facts are verified by repeatable careful observation or measurement (by experiments or other means).

7. Read the statements below and decide if they are facts or opinions:

1. The Russian Department of Agriculture recommends that adults consume three to four cups of vegetables per day.
2. Playing team sports is the better way to lose weight.
3. Research shows that a diet low in salt helps people to lower pressure.
4. Home-cooked meal tastes better than meal in restaurants.
5. Research indicates that young people who ate meals with tl did well academically.

Research methods

Text 1. Questions and hypotheses

Questions and hypotheses are testable explanations that are proposed before the methodology of a project is conducted, but after the researcher has had an opportunity to develop background knowledge (e.g., the literature review). Although research questions and hypotheses are different in their sentence structure and purpose, both seek to predict relationships. Deciding whether to use questions or hypothesis depends on facts such as the purpose of the study, the approach and design of the methodology, and the expected audience for the research proposal.

A *research question* proposes a relationship between two or more variables. Just as the title states, it is structured in form of a question. There are three types of research questions:

- A descriptive research question seeks to identify and describe some phenomenon.

For example: *What is the ethnic breakdown of patients seen in the emergency room for non-emergency conditions.*

- A differences research question asks if there are differences between groups on some phenomenon.

For example: *Do patients who receive massage experience more relief from sore muscle pain than patients who take a hot bath?*

- A relationship question asks if two or more phenomena are related in some systematic manner.

For example: *If one increases his level of physical exercise, does muscle mass also increase?*

A *hypothesis* represents a declarative statement, a sentence instead of a question, of the cause-effect relationship between two or more variables. Make a clear and careful distinction between the dependent and independent variables and be certain they are clear to the reader. *Be very consistent in your use of terms.* If appropriate, use the same pattern of wording and word order in all hypotheses.

While hypotheses come from the scientific method, to see how political scientists use hypotheses, imagine how you might use a hypothesis to develop a thesis for this paper: Suppose that we asked «How are presidential elections affected by economic conditions? » We could formulate this question into the following hypothesis: «When the national unemployment rate is greater than 7 percent at the time of the election, presidential incumbents are not reelected. »

Hypotheses can be created as four kinds of statements.

1. Literary null - a “no difference” form in terms of theoretical constructs.

For example, “There is no relationship between support services and academic persistence of nontraditional-aged college women” or “There is no difference in school achievement for high and low self-regulated students”.

2. Operational null - a “no difference” form in terms of the operation required to test the hypothesis.

For example, *“There is no relationship between the number of hours nontraditional-aged college women use the student union and their persistence at college after their freshman year” or “There is no difference between the nr grade point averages achieved by students in the upper and lower quartiles of distribution of the Self-regulated Inventory”.*

The operational null is the most used form for hypothesis-writing.

3. Literary alternative - a form that states the hypothesis you will accept the null hypothesis is rejected, stated in terms of theoretical constructs. In other words, this is usually what you hope the results will show.

For example, *“The more that nontraditional-aged women use support semi the more they will persist academically” or “High self-regulated students achieve more in their classes than low self-regulated students.”*

4. Operational alternative - Similar to the literary alternative except I the operations are specified.

For example, *“The more that nontraditional-aged college women use the student union, the more they will persist at the college after their freshman ye or “Students in the upper quartile of the Self-regulated Inventory distribution achieve significantly higher grade point averages than do students in the lo quartile.”*

Regardless of which is selected, questions or hypotheses, this element of research proposal needs to be as specific as possible in whatever field of study you are investigating. It should be realistic and feasible, and be formulated with time and resource constraints in mind.

UNIT II

MY RESEARCH WORK AND ACADEMIC CAREER

1. Memorize the active vocabulary

degree – степень (ученая)

to award/confer a ~ – присвоить степень

to get/take/receive a ~ – получить степень

to hold/have a ~ – иметь степень

first ~ – диплом бакалавра наук

Bachelor’s ~ – степень бакалавра

higher ~ – ученая степень

Master’s ~ – степень магистра

Doctorate ~ (PhD) – степень кандидата наук

~ of Candidate of sciences (Candidate’s degree) – степень кандидата наук

~ of Doctor (Doctor of sciences) – степень доктора наук

dissertation/ thesis – научная работа, диссертация

to defend one’s ~ – защитить диссертацию

field of study – область исследований

to graduate from- окончить высшее учебное заведение

to graduate in economics - окончить эконом. факультет

to carry out (conduct) research in the field of... - проводить исследования в области...

to be published in the Proceedings of the Conference - быть напечатанным в сборнике материалов конференции

to work at one’s thesis (dissertation) under the guidance (supervision) of ... - работать над диссертацией под руководством...

to work in collaboration with... - работать совместно с...

to survey modern literature on the problem - делать обзор современной литературы по проблеме

The problem of studying ... demands special care in using... - Проблема изучения... требует особого внимания к использованию...

The core of the problem is... - Суть проблемы заключается...

It would be instructive to examine in detail... - Было бы полезно детально изучить...

The object of our investigations is... - объектом нашего исследования является...

...is the subject of our research - ... является предметом нашего исследования

We are engaged in the study of... - Мы занимаемся изучением...

We shall make a thorough study of... - мы подвергнем тщательному изучению...

The aim of the paper is... - Цель данной работы заключается...

The purpose of my work is to examine and investigate... - Цель моей работы заключается в изучении и исследовании...

The primary task is to study... - Первоочередной задачей является изучение...

The conventional approach to this problem is based on... - Обычный подход к этой проблеме основан на...

It is worth analyzing precisely... - Стоит тщательно проанализировать...

One of the most promising problems is believed to deal with... - Считается, что одной из наиболее перспективных проблем является...

It seems essential to emphasize that... - Представляется важным отметить, что...

So far we have discussed... - До сих пор мы обсуждали...

It provides a basis for - Это служит основой...

For (at) the moment... - В настоящий момент...

To do academic work / research - / выполнять научную работу / исследование

To devote oneself to academic / research work - посвятить себя науке

a branch of knowledge - отрасль науки;

an academic work - научный труд

an academic approach - научный подход

department - кафедра

a research worker / a researcher - научный работник

topical - актуальный

analogous - аналогичный

academician - академик
candidate of science - кандидат наук
doctor of science - доктор наук
assistant professor - доцент
Associate Professor at the Department of - доцент кафедры (конкретной)
head of the department - заведующий кафедрой
professor - профессор
rector - ректор
deputy rector - проректор
university administration - ректорат
scientific degree - учёная степень
academic rank - учёное звание
dean - декан
scientific field (branch) - научная область
research work - научно-исследовательская работа
scientific journal - научный журнал
agricultural sciences - с/х науки
natural sciences - естественные науки
to devote oneself to - посвятить себя науке
scientific experience - научный опыт
summary, abstract - реферат, аннотация
to get data (obtain) - получать данные
collect data on ... - собирать данные о
to make a research - проводить исследование
to solve a problem - решать проблему
to do (carry out, conduct) a research - заниматься (проблемой), проводить
исследования
to draw up a study plan - составить план исследования
the aim of the research - цель исследования

2. Before you read Text “Postgraduate Degrees”, discuss these questions with your group mates or teacher.

1. What does postgraduate education involve?
2. Does postgraduate education vary in different countries?
3. What is its organization in most countries?
4. Do postgraduate programs require any examinations?
5. What is the structure of postgraduate education in Russia?

3. Read and translate Text. Find out if your answers are right or wrong. Use the introductory phrases, like: Exactly. It's (partly) true. Just the opposite. I don't think so. That's right. That's wrong.

Text 1. Postgraduate degrees

Postgraduate education (or graduate education in North America) involves learning and studying for degrees or other qualifications for which a first or Bachelor's degree is generally required. The organization and structure of postgraduate education varies in different countries, and also in different institutions within countries.

In most countries, the hierarchy of postgraduate degrees is as follows:

1. *Master's degrees*. These are sometimes placed in a further hierarchy, starting with degrees such as the Master of Arts and Master of Science, then Master of Philosophy, and finally Master of Letters. Many Master's students will perform research culminating in a paper, presentation, and defense of their research. This is called the Master's thesis.

2. *Doctorates*. An academic doctorate can be awarded as a PhD (Doctor of Philosophy). In the context of academic degrees, the term *philosophy* does not refer solely to the field of philosophy, but is used in a broader sense in accordance with its original Greek meaning, which is *love of wisdom*.

Many postgraduate programs require students to pass one or several examinations in order to demonstrate their competence as scholars. In some departments, a comprehensive examination is often required in the first year, and is designed to test a student's background undergraduate-level knowledge. Most postgraduate students perform teaching duties.

Doctoral programs often require students to pass more examinations. Programs often require a Qualifying Examination, a PhD Candidacy Examination, or a General Examination, designed to test students' grasp of a broad sample of their discipline, and/or one or several Special Field Examinations which test students in their narrower selected areas of specialty within the discipline. These exams must be passed to be allowed to proceed on to the thesis.

The criteria for award of Doctorates vary somewhat throughout the world, but typically require the submission of a substantial body of original research undertaken by the candidate. This may take the form of a single thesis or dissertation, and will usually be assessed by a small committee of examiners appointed by the university. Doctorates are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge through original research of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of

knowledge which is at the forefront of an academic discipline or an area of professional practice;

- the general ability to conceptualize, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline;

- a detailed understanding of applicable techniques for research and advanced academic enquiry.

In total, the typical Doctoral degree takes between three and eight years from entering the program to completion, though this time varies depending upon the department, thesis topic, and many other factors.

Habilitation (lat. *habilis - fit, proper, skilful*) is the highest academic qualification a scholar can achieve by his or her own pursuit in several European and Asian countries. Earned after obtaining a research Doctorate, such as a PhD, habilitation requires the candidate to write a professorial thesis/dissertation (often known as a Habilitation thesis/dissertation) based upon independent scholarship, reviewed by and defended before an academic committee in a process similar to that for the doctoral dissertation. However, the level of scholarship has to be considerably higher than that required for a research doctoral (PhD) dissertation in terms of quality and quantity, and a Habilitation dissertation must be accomplished independently, in contrast with a PhD dissertation typically directed or guided by a faculty supervisor.

Habilitation qualification (Habil. Dr.) exists in France, Switzerland, Germany, Austria, Denmark, Bulgaria, Poland, Portugal, Sweden, Finland, the Czech Republic, Slovakia, Hungary, Slovenia, Armenia, Azerbaijan, Latvia, Lithuania, Moldova, Kyrgyzstan, Kazakhstan, Uzbekistan, Ukraine, Belarus, and Russia (Doktor nauk). Those who have achieved habilitation can denote the fact by placing the abbreviation *Dr hab.* or *Dr habil.* before their names.

Many post-Soviet countries, including Russian Federation, have a two-stage research degree obtaining path, generally similar to the doctorate system in Europe. The first stage is named Kandidat nauk (literal translation means *Candidate of Sciences*).

According to par. 262 International Standard Classification of Education (ISCED) UNESCO 2011, for purposes of international educational statistics Candidate of Sciences is equivalent to Doctor of Philosophy (PhD) degree as awarded in many English-speaking countries. It allows its holders to reach the level of the Associate Professor (Docent). The Candidate of Sciences degree requires at least (and typically more than) three, four or five years of postgraduate research which is finished by defense of a dissertation or a thesis. Additionally, a seeker of the degree has to pass three examinations (a so-called Candidate minimum): in

his/her special field, in a foreign language, and in the history and philosophy of science. After additional certification by the corresponding experts, the Candidate degree may be recognized internationally as an equivalent of PhD. The second stage is Doktor nauk (Doctor of Sciences). It requires many years of research experience and writing a second dissertation. The degrees of Candidate and Doctor of Sciences are only awarded by the special governmental agency (Higher Attestation Commission). A university or a scientific institute where the thesis was defended can only recommend awarding a seeker the sought degree.

4. Complete the following sentences with details from the Text.

1. _____ Master's degree programs usually include _____.

2. _____ The degree of an academic doctorate is called _____.

3. _____ Examinations are required to test _____.

4. _____ Typically a doctorate degree takes _____ to complete.

5. _____ is earned after obtaining a PhD degree.

6. _____ The first stage research degree in Russia is _____.

7. _____ The second stage research degree in Russia is _____.

5. Locate the following details in the Text. Give the line numbers.

1. In which lines does the author explain the meaning of the term *philosophy* in the context of academic degrees?

2. Where in the Text does the author first mention the requirements for Doctoral degree programs?

3. Where in the Text does the author discuss what doctoral students are expected to demonstrate to be awarded a PhD degree?

4. At what point in the Text does the author discuss the level of scholarship required for habilitation?

5. In which lines does the author explain the equivalence of Russian postgraduate degrees to the ones recognized internationally?

6. Underline the detail that is NOT mentioned in the Text in each of the sentences below.

1. Postgraduate education includes Bachelor's degrees, Master's degrees, and Doctor's degrees.
2. Doctoral degree programs require students to pass a qualifying examination, a comprehensive examination, a special field examination, and a PhD candidacy examination.
3. Habilitation qualification exists in France, Austria, Denmark, Bulgaria, Great Britain, Poland, Russia and other countries.

7. Answer the following detail questions.

1. According to the Text, Master's degree students complete their research with
 - a) examinations.
 - b) the defense of a thesis.
 - c) a paper.
2. According to the Text, postgraduate students perform
 - a) work as assistants.
 - b) interviews for postgraduate candidates.
 - c) teaching duties.
3. According to the Text, a thesis is assessed by
 - a) an examiners' committee.
 - b) a professors' council.
 - c) an attestation committee.
4. According to the Text, a habitation thesis is accomplished
 - a) with the help of a faculty supervisor.
 - b) independently.
 - c) with the help of an academic committee.
5. According to the Text, what examinations do Candidate of Sciences degree seekers have to pass?
 - a) in a special field, science, and a foreign language
 - b) in a special field, local history, and a foreign language
 - c) in a special field, the history and philosophy of science, and a foreign language

8. Mark the main ideas of the Text and retell it in English.

9. Read the text carefully and find some differences and simile

Postgraduate Training Programs

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

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

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

Research course is quite a different type of study from a taught course. First of all it lasts longer, for about three years providing Master's or doctorate qualifications.

They allow you to conduct investigations into your own topic of choice and are of use in jobs where there are high levels of research and development.

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

Both of these qualifications require the students to carry out a piece of innovative research in a particular area of study. Also possible is the research based on Master of Science (MSc.) and Master of Arts (MA) degrees. A recent development is the Master of Research (MRes), which provides a blend of research and taught courses in research methods and may be taken as a precursor to a PhD.

It is a common practice for students to be registered initially for the MPhil and to be considered for transfer to the PhD after the first year of study, subject to satisfactory progress and to a review of the proposed research. All research degree programmes involve an element of research training designed to ensure that students are equipped with the necessary skills and methodological knowledge to undertake original research in their chosen field of study. The training programme includes the development of generic skills relevant to the degree programme and a future career. Although the training element is not a formal part of the assessment

for the degree, it constitutes an important basis for research and may take up a significant part of the first year.

The start of a research degree involves a very extensive survey of all previous works undertaken in that area. At the same time, if a student is planning to carry out any practical experimentation, the necessary equipment must be obtained.

This preliminary part of the study can take up to six months, but it is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

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

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

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

Hopefully, a good supervisor will make sure this does not happen! Different types of study require similar qualities from the people who undertake them. Both demand an inquisitive mind that will maintain the motivation to learn and discover new information.

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

10. Answer the questions. Use the following cliché

CLICHÉ (stereotype block of expressions and patterns) for a research work story

1. I'm a Master's degree student ...	1. Я магистрант...
2. My scientific adviser (supervisor) ...	2. Мой научный руководитель...
3. The subject of my research is...	3. Предмет моего исследования...
4. The reasons for my choice are...	4. Причины моего выбора следующие...
5. My investigation has both theoretical and practical parts...	5. Моя научно-исследовательская работа включает в себя как теоретическую, так и практическую части...
6. I'm going to deal with...	6. Я планирую заниматься...

7. I'll make use of... methods...	7. Я собираюсь использовать ... методы...
8. My work requires the collection of a good deal of material...	8. Мне требуется собрать большое количество материала для моей работы...
9. Currently I'm busy with collecting theoretical data on my subject.	9. В настоящее время я занимаюсь подбором теоретических данных по моей теме.
10. I have to read articles (monographs, journals) of our and foreign authors.	10. Мне приходится читать статьи (монографии, журналы) наших и зарубежных авторов.
11. One of the main aims of my research work is...	11. Одной из главных задач моей научной работы является...
12. The subject of your research work.	12. Предмет вашего исследования.
13. Results already achieved and the aim of your own research.	13. Цель вашей работы.
14. Significance of your research work in case it is completed successfully.	14. Каково практическое значение конкретно вашей работы?

11. Answer the questions:

List of questions

1. What institute did you graduate from and when?
2. What faculty did you study at?
3. What is your specialty?
4. Have you got a diploma with honors?
5. Are you a Master's degree student?
6. When did you decide to take a Master's degree course?
7. When did you enter (join) the Master's degree course?
8. Why are interested in research work?
9. What personal characteristics do you think are necessary for success in the chosen field?
10. Are you going to take a full time or a correspondence course?
11. Are there any scientists in your family or among you relatives?
12. What do you think will be more difficult for you – to write a theoretical or an experimental chapter? Why?
13. What is the subject of your research? What do you research? What do you study?
14. Do you work at your thesis already?

15. What is the subject of your thesis?
16. Is your research work individual or is it a group research?
17. Where do you take experimental material?
18. Do you know how many parts does a thesis consist of?
19. What scientific degree will you get?
20. Have you read your scientific supervisor's research papers? What are they about?
21. Do you think they will be useful for your dissertation?
22. Is your scientific supervisor helpful? How often do you get to see him?
23. How does your scientific supervisor help you in your research?
24. Have you got any publications? Tell us about the one that you think is the best.
25. Is your investigation (research work) an experimental or theoretical one?
26. What are the main problems in your area of research?

11. Побеседуйте по-английски. Используйте следующие вопросы и утверждения:

Use the following questions and statements:

1. What methods do you apply in your research? And why?
2. What are you going to prove in your research?
3. How can you formulate your hypothesis?
4. How do you plan your experiments?
5. How often do you record data during the experiment? (every hour, every two hours, etc).
6. What instruments and equipment do you use in your investigation? And why?
7. What views and data can your experiments (or research) prove or refute?
8. What illustrations are you preparing to demonstrate the results of your investigation?
9. What conclusions will you make if the results of your research are positive/negative?
10. What are the merits and demerits of the investigation that you have already carried out?
11. How will you continue your investigation? And why?
12. The hypothesis fits experimental data.
13. The research probes in the various aspects of the subject.
14. We experimented with the new materials.
15. We hope to find the answer to this problem.
16. The work was subjected to criticism.

17. Out of his work came a substantial knowledge.
18. The theory and the results are too extensive to be given here.
19. The experimental results were analyzed with the help of high-speed computing machines.
20. I am afraid I don't know for certain if there are any direct (adequate, reliable) data regarding ... I believe some information is available though I don't know what it is...
21. Yes, as far as we know there are some very interesting and, I dare say, very encouraging data about..., though at the moment I am not quite prepared to speak about them in detail.
22. Well, there must be rather adequate data at present since studies of the problem have been in progress for several years now (have long been under way)...
23. What is the problem you are investigating now (interested in)?
24. What does it deal with?
25. What is the core of the problem?
26. Is it sufficiently studied?
27. Does it involve certain difficulties?
28. What aspects does it include?
29. What kind of problem does it refer to?
30. Does the problem require a great deal of investigation?
31. Has it been discussed for a long time or is it a newly raised problem?
32. Is there a lot of information on this problem?
33. What foreign literature have you read on the problem?
34. Will it take much time to clear up all the aspects of the problem?

12. Read the text and compare your answers.

What is an Academic Career?

There are three main routes you could consider when following an academic career. These are:

- Research-only role, where the bulk of your time is spent conducting research with limited or no teaching commitment
- Teaching-only role, where majority of your time is for teaching with little or no time specifically allocated for research
- Research and teaching position, i.e. a lectureship, where you will be expected to both teach and conduct research.

In reality, most people will progress through a number of these roles when pursuing an academic career. The route you take will depend on your interests, the funding and opportunities in your subject area, and the job market at certain points in your career. It tends to be more common to have a long-term research-only career

in the sciences as at present there is more funding available for research-only positions.

You should try to be clear about where your interests lie and what opportunities are available in your subject area. Many academic jobs will be a balance of research, teaching and administration but the percentage of time spent on each will vary greatly. Factors that will affect how you spend your time include:

- Your role, e.g., if you are employed as a research or teaching fellow
- Your level of experience, as junior lecturers will often have a greater teaching load than more senior lecturers
- The type of institution as lecturers at research-intensive universities may be expected to spend more time on research than those employed in teaching- focused institutions.

Some of the activities you may be expected to contribute to during an academic career are as follows:

Research

As a Master's degree student you will be familiar with the range of activities that come

- identifying suitable funding bodies and preparing proposals to apply for funding
- conducting research (reading, collection and interpretation of data, gathering of information from relevant sources, etc.)
- disseminating research findings through publishing
- speaking at conferences
- supervising postgraduate research students
- managing resources (research budget and possibly research staff).

Teaching

You may already have had some experience of teaching or tutoring. As an academic member of staff teaching responsibilities can include:

- design of courses and development of curricula
- preparing notes and material for lectures
- delivering lectures to undergraduates and postgraduates
- preparing for and facilitating discussion at small group tutorials
- marking / assessing students work
- supervising Honors students' dissertation research.

Administration

Some examples of the types of administrative roles academic staff may undertake include director of studies, admissions tutors, course organizer, or open-day coordinator / school liaisons officer.

Academics are also often members of several committees both within their department or school (e.g., staff-student liaison, health & safety), their college (e.g., library, equality and diversity, undergraduate studies) and/or across the university (e.g., quality, scholarships and student funding, recruitment and admissions strategy).

Administrative tasks associated with these roles include:

- writing the course handbook
- designing exam questions and answers (and getting these validated through the relevant committees)
- preparing a schedule of talks for visiting prospective students
- writing references for students seeking employment or further study
- screening applications for admission to postgraduate courses
- reading papers relevant to your committee membership and submitting your comments for discussion at meetings.

UNIT III

ACADEMIC WRITING

Что такое академическое письмо

Академический английский используется во всех официальных учебных заведениях, где широко практикуется написание различных письменных работ. Для любых текстов: эссе, отчёт о лабораторной работе, курсовая, диплом, обзоры и доклады, статьи в научные журналы потребуются навыки академического письма. Академическое письмо – одна самых сложных форм письменного английского языка.

Особенности английского академического письма

Английское академическое письмо существенно отличается от других стилей текстов. Оно более структурированное и формальное, и в нем есть чёткие правила, которые включают даже такие аспекты, как размер и стиль шрифта.

Что обычно есть в любом академическом тексте:

- Четкое вступление (introduction), основная часть (body) и заключение (conclusion).
- Ясно сформулированная главная мысль, которую автор хочет донести до читателя.
- Аргументы и факты, подтверждающие эту главную мысль.
 - Безличность текста и отсутствие фигуры автора (то есть местоимений первого лица единственного числа “I”, “me”) в нем не будет). Двойной междустрочный интервал, шрифт Times New Roman, размер 12.

3. Как писать академические тексты на английском: советы для начинающих:

1. Пройдите специальный курс академического письма

Существуют очные курсы английского академического письма:

- Future Learn.
- Бесплатный курс академического письма, разработанный Калифорнийским университетом в Ирвайне на платформе Coursera.
- Сайт Inklyo предлагает ряд курсов писательского мастерства. Курс составил писатель Джеймс Паттерсон. Интерес представляет программа: “How To Write An Essay” (Как писать эссе).

2. Учитесь писать с соблюдением всех грамматических правил

Несколько общих правил формального стиля письма:

- **Не используйте сокращённые формы.** Никаких “don’t”, только “do not”.

- **Не употребляйте сленг и разговорные выражения.** Подбирайте слова в соответствие с их точными словарными значениями, а не с тем, как люди используют их в разговорной речи. Например, если вы используете слово “literally” (буквально), то оно должно означать «точно, дословно», то есть употребляться в своём первоначальном, не переносном смысле.

- **Не пишите от первого лица единственного числа.** Вы не должны использовать местоимения “I” или “me” и вообще писать от своего имени. Дистанцируйтесь от того, что вы излагаете; в академическом письме значение имеют только факты, а не ваше личное мнение. Вместо того, чтобы писать “I think the experiment shows...” (Я считаю, что эксперимент показал...), следует писать “The results of the experiment imply...” (Результаты эксперимента указывают на то, что ...)

- **Избегайте эмоций, придерживайтесь фактов.** Академическое письмо основано на фактах. Эмоционально окрашенные слова и выражения здесь не уместны. Используйте нейтральную лексику, например, вместо оценочных слов “bad” (плохой) или “terrible” (ужасный), стоит употреблять нейтральные: “inadequate” (ненадлежащий) или “poor” (некачественный, недостаточный).”

Академический язык формализован, так же как и деловой английский, язык официальных документов и многие другие функциональные стили.

3. Используйте руководство по стилистической грамматике

В академическом письме используется собственный свод грамматических правил. Он включает правила, которые вы уже знаете, плюс обязательные к соблюдению стилевые стандарты.

Чтобы в этом разобраться, вам понадобится учебник или руководство по стилистической грамматике.

Такие руководства охватывают практически все аспекты академического письма: от правил постановки заглавных букв до употребления знаков препинания. Они содержат правила **оформления цитат** и составления списков литературы (книг, статей или других материалов), которую вы использовали в своей работе. Наиболее часто используются следующие стилевые руководства:

- **APA** (American Psychological Association): Это стилевой стандарт разработан Американской психологической ассоциацией и, как правило, применяется в академическом письме и научных статьях, а также в деловой сфере, текстах по психологии, экономике и другим социальным наукам.

- **MLA** (Modern Language Association): Это стандарт обычно используется в гуманитарных дисциплинах, текстах по искусству и культуре.

- **Chicago Manual**: Это стилевое руководство – одно из самых давних и полных; сейчас оно применяется реже, чем раньше, но в бизнесе, криминологии, истории и некоторых других областях его по-прежнему используют.

4. Учитесь на примерах

Один из лучших способов научиться академическому письму (кроме написания академических работ) – это чтение научных текстов.

5. Составляйте планы и пишите черновики

При написании академического текста основная часть работы приходится на подготовку. Прежде чем вы сядете писать текст, необходимо составить план. Многие авторы в своей работе пользуются **планами-конспектами**.

Составление конспекта помогает вам продумать то, что вы напишете, выстроить собственные мысли и как следует их подогнать одну к другой.

Как именно будет выглядеть ваш план-конспект, решать вам: он может иметь вид списка, диаграммы, дерева – чего угодно. Главное, чтобы он помогал вам организовать свой текст.

Ещё одна важная часть подготовки академического текста – это написание набросков или черновых вариантов. Черновики некоторых студенческих работ переписываются по несколько раз: автор редактирует текст, удаляет неудачные части и добавляет более выигрышные или следует советам своего научного руководителя.

6. Сформулируйте основную мысль и подкрепите ее аргументами

В любой академической работе есть **основное положение (thesis)**. Это – главная мысль вашего текста.

Основное положение – это некое утверждение, или тезис, правильность которого вы будете доказывать в своей работе. Ваше основное положение

может быть достаточно простым, например, “Divorce has changed Western society”, а может – гораздо более сложным.

Эссе не единственная форма академического письма, в которой есть основное положение. Оно имеется и в лабораторных отчётах, и в научных статьях, в рецензиях на чужие работы и так далее. Не важно, что именно вы пишете – вашему тексту нужна основная мысль, на которую, как на ось, будет нанизано все остальное.

4. Виды академических текстов

Среди самых распространённых заданий можно отметить:

Заметки (Notes). Студентам предлагается статья или книга, которую они должны прочесть и выписать основные положения. Заметки используются непосредственно студентом, но, чтобы они оказались полезными, важно уметь делать их правильно.

Доклад (Report). В докладе необходимо представить выводы после изучения какой-то темы, результаты проведённого эксперимента или исследования (все зависит от предмета и преподавателя).

Проект (Project). Небольшая научно-исследовательская работа на выбранную тему. Как правило, проект разрабатывается группой студентов.

Эссе (Essay). Общее название для сочинений и рефератов разного объёма (обычно от 1 000 до 5 000 слов). Существуют разнообразные виды и типы эссе. В статье «Как писать эссе по английскому языку на отлично: 11 правил» мы рассказали об основных видах этой работы и правилах ее написания.

Диссертация (Dissertation or Thesis). Объёмная работа (от 20 000 слов) высшего уровня, которую пишет студент перед выпуском из высшего учебного заведения.

Написание научной работы откроет вам новые перспективы, поэтому вам пригодится знание English for Academic Purposes. Кроме вышеперечисленных текстов, существуют и другие. Это научные статьи, рекомендательные письма и корреспонденция в целом. Несмотря на разное предназначение, объём и уровень сложности, все они имеют общие черты, описанные ниже.

Реферат - небольшое устное сообщение, изложение в письменной форме какой-либо научной работы, содержания прочитанной книги; доклад на какую-либо тему, основанный на обзоре различных источников.

Аннотация - это краткая характеристика текста. В аннотациях статей, книг или монографий излагается их содержание, раскрывается наиболее существенное и разъясняется цель написания работы

Характерные черты академического стиля

Первое и главное в академическом тексте - его структура. Эссе, доклады и простые научные работы состоят из вступления, основной части и

заклучения. Вступление (*Introduction*) содержит в себе, кроме презентации темы, так называемый тезис (*thesis statement*), в котором одним предложением нужно изложить главную идею работы. Пример тезиса из работы по истории Америки:

While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

В основной части (*Body*) автор должен расписать свою тему в двух-трех абзацах. В заключении (*Conclusion*) формулируются выводы с опорой на заявленный тезис.

В сложных и длинных работах в основной части пишется обзор литературы по теме (*Literature Review*), рассматривается какой-то конкретный наглядный пример (*Case Study*), осуществляется обсуждение проблемы (*Discussion*). Иногда автору необходимо включить в работу содержание, приложения, список использованной литературы, благодарность людям, которые помогли ему в написании работы, ссылки на рекомендованную литературу и прочее.

Вторая черта - научный стиль изложения информации. Принимаясь за написание академического текста, необходимо забыть о сокращениях грамматических форм (употреблять *do not* вместо *don't*), сленговых словах и выражениях, длинных и нелогичных предложениях. Все факты нужно подкреплять ссылками на источник, пользоваться выводами других людей, которые работали с рассматриваемой темой ранее.

Часто в научном тексте рекомендуют использовать аббревиатуры, чтобы сэкономить место и время. Ключевые и важные слова выделяют курсивом, чтобы обратить на них внимание читателя. Например:

While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institutions.

Выражать своё мнение можно как простыми, так и сложными предложениями, однако они должны быть лёгкими для восприятия и понятны с первого раза. Важно помнить о так называемых «коннекторах», вводных словах и конструкциях (*however, as a result, hence, in this way, primarily, additionally* и так далее).

Следующая достойная внимания характеристика - это форматирование. Все работы оформляются согласно определённым стандартам. Чаще всего работы пишутся стандартным 12-м шрифтом *Times New Roman* с двойным межстрочным интервалом.

Кроме вышеперечисленных текстов, существуют и другие. Это научные статьи, рекомендательные письма и корреспонденция в целом.

1. Run the test

Academic writing style academic writing quiz

How much do you know about academic writing? Find out by doing this fun quiz.

1. The main difference between academic writing and normal writing is that academic writing:

- a) uses longer words
- b) tries to be precise and unbiased
- c) is harder to understand

2) The difference between a project and an essay is:

- a) essays are longer
- b) projects are longer
- c) students choose projects' topics

3) Teachers complain most about students:

- a) not answering the question given
- b) not writing enough
- c) not referencing properly

4) The best time to write an introduction is often:

- a) first
- b) last
- c) after writing the main body

5) Plagiarism is:

- a) a dangerous disease
- b) an academic offence
- c) an academic website

6) Making careful notes is essential for:

- a) writing essays
- b) revising for exams
- c) all academic work

7) An in-text citation looks like:

- a) (Manton, 2008)
- b) (Richard Manton, 2008)
- c) (Manton, R. 2008)

8) Paraphrasing a text means:

- a) making it shorter
- b) changing a lot of the vocabulary
- c) adding more detail

9) Paragraphs always contain:

- a) six or more sentences

- b) an example
 - c) a topic sentence
- 10) The purpose of an introduction is:
- a) to give your aims and methods
 - b) to excite the reader
 - c) to summarize your ideas
- 11) Proof-reading means:
- a) getting a friend to check your work
 - b) checking for minor errors
 - c) rewriting
- 12) Teachers expect students to adopt a critical approach to their sources:
- a) sometimes
 - b) only for Master's work
 - c) always

Answers

1 b, 2 c, 3 a, 4 c, 5 b, 6 c, 7 a, 8 b, 9 c, 10 a, 11 b, 12 c

2. *Read, translate and discuss the text*

What is Academic Writing And Why Do We Need It?

The term academic writing refers to the forms of expository and argumentative prose used by university students, faculty, and researchers to convey a body of information about a particular subject. Generally, academic writing is expected to be precise, semi-formal, impersonal, and objective.

The skill of writing is required throughout our life for various purposes. Academic writing is the writing you have to do for your university courses. So, academic writing skill is of utmost importance as it enables the students to communicate their ideas well in an organized and structured manner.

Academic writing is a formal type of writing and it's usage throughout the academic career also makes it easy for the students to cater to professional writing environment after completing their degrees. Academic writing differs in nature than the personal form of writing. Within the realm of personal writing, no rules and defined structure is followed. People use slangs and abbreviations in personal writing. Also, you are open to point out and refer to your own experiences like in writing a personal diary. On the other hand, academic writing is totally opposite as it follows a strict set of rules and structured practices. You are also not allowed to depict any personal experiences. Use of slangs is strictly forbidden. In academic writing, ideas are presented through taking reference from already published data and reports. The theories presented should be supported through properly citing the author and their published literature. The writer also needs to adhere to the defined rules of grammar, spelling and punctuation.

All academic writings own a particular tone that caters to the style related to a particular discipline. The academic tone wants writers to depict ideas objectively, concisely and in a formal way.

Academic writing does not only aim to be presented to the lecturer. It also aims to inform the target audience or the readers about the topic in a way which has a solid backing and proper argument for enhancing their knowledge. Readers will easily understand writing that involves clarity and avoids ambiguity at all levels. Academic writing skills are important to be learned and developed due to their on-going need in an academic environment. Regardless of your study discipline and the field of subjects, you will get to complete the assignments and the final reports as a course requirement.

These assignments and reports are basically marked upon the understanding of the topic or issue and how the topic is being handled by the students. Following are the main reasons to develop the good writing skills:

- The written assignments can only be best represented to the course instructor/marker through good writing and communication skills.

- Good communication skills are required to persuade the audience about your argument to be an objective one that is based on the ideas gathered from different literature and have solid formation.

- Development of sound writing as well as research skills is the key of attaining the good grades in academic environment.

- At tertiary level education, these skills are must to cope up with the dynamic environment of university where writing reports and presenting them hold much worth.

Through writing, you have more opportunities to get exposed to the underlying facts and exploring them will enhance your knowledge as well as thinking sphere.

Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles. Academic writing differs from other types of writing such as journalistic or creative writing. In most forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is important to present your arguments in logical order and to arrive at conclusions. However, academic writing can take many forms. You may be asked to write an essay, a report, a review or a reflective article. Different styles adhere to each of these types of academic writing, so always check with your lecturer. In academic writing, writers always interact with each others' texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this field.

You must give credit to those with whom you are interacting and there are structured guidelines for referencing and citation.

Main features of academic writing:

1. Complexity

Written texts are shorter and have longer, more complex words and phrases. They have more noun-based phrases, more nominalisations, and more lexical variation. Written language is grammatically more complex than spoken language. It has more subordinate clauses, more long sequences of prepositional phrases, more attributive adjectives and more passives than spoken language. There are eight main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately.

2. Formality

Academic writing is relatively formal. In general this means that in an essay you should avoid colloquial words and expressions. Academic writing avoids informal two-word verbs. This is done by replacing them with a more formal equivalent - bring up / raise, set up / establish.

3. Precision

In academic writing, facts and figures are given precisely. In academic writing you need to be precise when you use information, dates or figures. Do not use «a lot of people» when you can say «50 million people».

For example: Chemists had attempted to synthesize quinine for the previous hundred years but all they had achieved was to discover the extreme complexity of the problem.

The volatile oily liquid beta-chloro-beta-ethyl sulphide was first synthesized in 1854, and in 1887 it was reported to produce blisters if it touched the skin. It was called mustard gas and was used at Ypres in 1917, when it caused many thousands of casualties.

4. Objectivity

This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of academic study and academic writing, in particular. Nobody really wants to know what you «think» or «believe». They want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

In general, avoid words like «I», «me», «myself». A reader will normally assume that any idea not referenced is your own. It is therefore unnecessary to make

this explicit. Don't write: «In my opinion, this a very interesting study». Write: «This is a very interesting study».

5. Accuracy

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between «phonetics» and «phonemics»; general English does not. Choose the correct word, for example, «meeting», «assembly», «gathering» or «conference». You also need to be accurate in your use of grammar.

6. Responsibility

In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use. This is done by paraphrasing and summarizing what you read and acknowledging the source of this information or ideas by a system of citation.

3. Examine the following texts and identify any significant features. What kind of text does the extract come from and how does the language differ between the texts?

Text A

No one who had ever seen Catherine Morland in her infancy would have supposed her born to be an heroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected, or poor, and a very respectable man, though his name was Richard - and he had never been handsome. He had a considerable independence besides two good livings - and he was not in the least addicted to locking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and instead of dying in bringing the latter into the world, as anybody might expect, she still lived on - lived to have six children more - to see them growing up around her, and to enjoy excellent health herself. A family of ten children will be always called a fine family, where there are heads and arms and legs enough for the number; but the Morlands had little other right to the word, for they were in general very plain, and Catherine, for many years of her life, as plain as any. She had a thin awkward figure, a sallow skin without color, dark lank hair, and strong features - so much for her person; and not less unpropitious for heroism seemed her mind. She was fond of all boy's plays, and greatly preferred cricket not merely to dolls, but to the more heroic enjoyments of infancy, nursing a dormouse, feeding a canary-bird, or watering a rose-bush.

Indeed she had no taste for a garden; and if she gathered flowers at all, it was

chiefly for the pleasure of mischief - at least so it was conjectured from her always preferring those which she was forbidden to take. Such were her propensities - her abilities were quite as extraordinary. She never could learn or understand anything before she was taught; and sometimes not even then, for she was often inattentive, and occasionally stupid. Her mother was three months in teaching her only to repeat the "Beggar's Petition"; and after all, her next sister, Sally, could say it better than she did.

Not that Catherine was always stupid - by no means; she learnt the fable of "The Hare and Many Friends" as quickly as any girl in England. Her mother wished her to learn music; and Catherine was sure she should like it, for she was very fond of tinkling the keys of the old forlorn spinner; so, at eight years old she began. She learnt a year, and could not bear it; and Mrs. Morland, who did not insist on her daughters being accomplished in spite of incapacity or distaste, allowed her to leave off. The day which dismissed the music-master was one of the happiest of Catherine's life. Her taste for drawing was not superior; though whenever she could obtain the outside of a letter from her mother or seize upon any other odd piece of paper, she did what she could in that way, by drawing houses and trees, hens and chickens, all very much like one another. Writing and accounts she was taught by her father; French by her mother: her proficiency in either was not remarkable, and she shirked her lessons in both whenever she could. What a strange, unaccountable character! - for with all these symptoms of profligacy at ten years old, she had neither a bad heart nor a bad temper, was seldom stubborn, scarcely ever quarrelsome, and very kind to the little ones, with few interruptions of tyranny; she was moreover noisy and wild, hated confinement and cleanliness, and loved nothing so well in the world as rolling down the green slope at the back of the house.

Text B

Peanut Butter-Chocolate Banana Cream Pie

Preparation: 30 min.

Total 3 hours 30 min. (including refrigerating).

Ingredients:

35 Nilla Wafers, finely crushed

¼ cup (1/2 stick) butter, melted

2 medium bananas, halved lengthwise, quartered

2 squares Baker's Semi-Sweet Baking Chocolate, divided

½ cup peanut butter

2 cups milk

2 packages (4-serving size each) Jell-O Vanilla Flavor Instant Pudding & Pie

Filling

2 cups thawed Cool Whip Whipped Topping, divided

2 tablespoons Planters Cocktail Peanuts, coarsely chopped

Directions:

Preheat oven to 350 F. Mix wafer crumbs and butter until well blended; press firmly onto bottom and up side of 9-inch pie plate. Bake 5-8 min. or until golden brown. Cool completely; top with bananas.

Make chocolate curls from $\frac{1}{2}$ square of the chocolate; reserve for garnish. Microwave remaining chocolate and the peanut butter on "High" 1 min; stir until chocolate is completely melted and mixture is well blended. Drizzle over bananas; set aside. Pour milk into large bowl. Add dry pudding mixes. Beat with wire whisk 2 min. or until well blended. Gently stir in 1 cup of the whipped topping. Spread over bananas; top with remaining 1 cup whipped topping.

Refrigerate at least 3 hours or overnight. Top with chocolate curls and peanuts just before serving. Store leftover pie in refrigerator. Makes 10 servings, 1 slice each.

Text C

Hello Andrew!

How are you? I'm writing to tell you some news about my family.

Do you remember my elder sister Olga? She has recently married! Her husband is a Swiss national, so they will live in Switzerland. Next week they will go to Switzerland and I will move to my sister's room. Now it is mine! I am very glad that I'll have my own room, finally.

My mother is very happy, but she is a little sad too. Switzerland is so far from our home, so we won't be able to visit our sister often. But we hope that she will often call us and write letters.

Oh, and another thing! My brother Alex will finish school next year. And my sister's husband says that Alex can live with them, if he wants to study in Switzerland. Alex is very surprised by this offer and dreams about life in Switzerland for days on end.

Well, got to go now. Drop me a line when you are free.

Your friend,

Volodya

4. Analyze the following two extracts in terms of style. Which one has a formal, academic style? Identify the features of acceptable and unacceptable academic style used in the extracts.

1. Contact with neighboring people must have been limited prior to European settlement in Australia in 1788. Melanesians from New Guinea and the islands of Torres Strait are known to have visited the northern shores, especially Cape York

Peninsula. The Indonesians frequently visited Arnhem Land and the northwest of Western Australia to collect pearl and tortoise shell. As early as 1803, Matthew Flinders documented the size and frequency of Indonesian expeditions. He made contact with several ships while he was charting the coast of the Gulf of Carpentaria.

2. I think the first Europeans came to live in Australia around 1788. I don't know too much about how many Aborigines there were at the time but everyone says there must have been around 300 000 altogether. They say they came here 40 000 years ago when Java was joined to Asia and then they island hopped to New Guinea and then on to Australia. Anyway, when the Europeans came the Aborigines were split up into about 500 tribes. About a third of them lived in Queensland, probably along the coast. It looks like only about 18 000 lived in the central deserts of SA and WA.

5. Read the following pairs of sentences and decide which is more objective.

a) Brown's excellent account of the UK economic situation has been widely distributed.

b) Brown's account of the UK economic situation, which is regarded by many to be well-researched and accurate,

6. Find the most suitable Russian equivalents for the following academic English word combinations:

- the problem requires a detailed study
- thus the core of the problem is
- to provide an overview and assessment
- to report new findings concerning
- to present an extensive treatment of
- to introduce rigorous examination of
- to comprise a theoretical overview of
- to be a tool for theoretical and numerical investigation
- to be of interest to researches in other fields of study
- there are different approaches to the solution of the problem.

7. Match the words in the boxes on the left with the words on the right.

- | | |
|---------------|--------------------|
| 1. solve | a) a research |
| 2. hold | b) changes |
| 3. make | c) problems |
| 4. draw | d) a meeting |
| 5. gather | e) survey |
| 6. suggest | f) data |
| 7. administer | g) an experiment |
| 8. conduct | h) a questionnaire |
| 9. undertake | i) recommendations |
| 10. run | g) conclusions |

8. *Read and translate*

Sentence Structure. Sentence Types

Sentence combining calls on you to experiment with different ways of building sentences and organizing paragraphs. Regular practice in sentence combining should help you to develop a writing style that is both correct and effective.

There are four types of sentence:

1. *Simple*
2. *Compound*
3. *Complex*
4. *Compound-Complex*

1. Simple Sentences

A simple sentence is one clause **with a subject and verb.**

Computers are important in the modern world.

However, it can have more than one subject and verb:

- a) 2 subjects:

Computers and other technological devices are important in the modern world.

- b) 2 verbs:

I search for information and play games on my computer.

- c) 2 subject and 2 verbs:

I and my brother search for information and play games on our computers.

2. Compound Sentences

A compound sentence consists of 2 or 3 clauses. It is when simple sentences are joined together. In this sentence structure, the clauses are joined with the following coordinating conjunctions:

F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so

The word 'fanboys' is an easy way to remember the different conjunctions that make up compound sentences. Obviously the most common are 'and', 'but', 'or' and 'so'.

Here are some examples of compound sentence structure:

Computers are important, but they can be dangerous too.

*Computers are important, **but they can be dangerous too, so we must be careful.***

Avoid writing too many clauses as the sentence may get difficult to follow, and you **cannot** use each one **more than once** in a sentence to join clauses.

This is **wrong**:

*Computers are used widely in most countries now, **and** they are a sign of progress, **and** we must ensure everyone has access to them.*

Two possible corrected versions:

*Computers are used widely in most countries now, **and** they are a sign of progress. We must ensure everyone has access to them.*

*Computers are used widely in most countries now, **and** they are a sign of progress, so must ensure everyone has access to them.*

Using semicolons

There is an instance when you can have a compound sentence structure without a coordinating conjunction, and this is when you join two clauses with a semicolon. It is used when two ideas are related.

For example:

Computers are used widely in most countries; they are a sign of progress.

3. Complex Sentences

Complex sentences are more complicated (which is maybe why they are called 'complex!').

There are different types of complex sentences and these will be looked at in more detail later, so here you are just provided with the basics.

Complex sentences are two (or more) clauses joined together, but they are not joined by 'fanboys' (coordinating conjunctions). They are joined by subordinating conjunctions.

These are subordinating conjunctions:

After, although, as, as if, as long as, as much as, as soon as, as though, because, before even if, even though if, in order to, in case, once since, so that that, though, unless, until, when, whenever, whereas, where, wherever, while

For example:

*People take natural health supplements **even though** they may not have been tested. Our children may not be properly educated **if** we don't spend more on schools.*

*I went to bed **as soon as** he left **because** I was tired.*

These are all **adverbial clauses**. In these types of complex sentence, the second clause can be used to start the sentence. In this case, a comma is needed in the middle.

Even though they may not have been tested, people take natural health supplements.

If we don't spend more on schools, our children may not be properly educated.

As soon as he left, I went to bed because I was tired.

Noun clauses and **relative clauses** are also a type of complex sentence structure, but these will be looked at later.

4. Compound-Complex Sentences

Compound-complex sentences are the same as complex sentences but they also have a simple (or compound) sentence before or after the 'complex' part.

For example:

I ate a lot when I got home, but I was still hungry.

The part that is underlined is the complex sentence. As you can see, it also has a simple sentences connected to it. It can also have a full compound sentence attached to it:

I ate a lot when I got home, but I was still hungry, so I went shopping to buy some more food.

1. Identify what type of sentence each is.

1. *I was late for work.*

- Simple
- Compound
- Complex
- Compound-complex

2. *He failed the test because he did not study hard enough.*

- Simple
- Compound
- Complex
- Compound-Complex

3. *Even though pollution is widespread, people are doing little to prevent it.*

- Simple
- Compound
- Complex
- Compound-Complex

4. *Animals should not be killed for their fur, but this is still occurring, so action must be taken.*

- Simple
- Compound
- Complex
- Compound-Complex

5. *I came to study in the UK because I wanted to improve my English, so I talk to as many English people as possible.*

- Simple
- Compound
- Complex
- Compound-Complex

9. *Read and discuss the text*

What is punctuation?

Punctuation is "the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correct reading, both silently and aloud, of handwritten and printed texts." Another description is: "The practice, action, or system of inserting points or other small marks into texts, in order to aid interpretation; division of text into sentences, clauses, etc., by means of such marks."

In written English, punctuation is vital to disambiguate the meaning of sentences. For example: "woman, without her man, is nothing" (emphasizing the importance of men), and "woman: without her, man is nothing" (emphasizing the importance of women) have very different meanings; as do "eats shoots and leaves" (which means the subject consumes plant growths) and "eats, shoots, and leaves" (which means the subject eats first, then fires a weapon, and then leaves the scene). The sharp differences in meaning are produced by the simple differences in punctuation within the example pairs, especially the latter.

The rules of punctuation vary with language, location, register and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice. Tachygraphic language forms, such as those used in online chat and text messages.

Why should you use punctuation in your writing? The simple answer is that it helps your reader – who is possibly also your marker - to understand your message easily. When you speak, you frequently pause, your voice rises or drops and often your face and hands add non-verbal information through "body language"; all this assists in communicating your message clearly. In writing you have to remember that the readers have only what is on the paper or screen in order to understand your message. Punctuation basically helps to indicate the pauses, rises and falls etc. which are important for understanding. Different punctuation marks are used in different situations but all help with conveying your message with clarity. It is therefore essential, in academic writing in particular, to use punctuation accurately. Your tutors will expect this and you will lose marks for not doing so. On the other hand, correctly used punctuation can help to strengthen your arguments and improve

marks. The alphabetic list below will introduce the main punctuation marks used in writing in general, not just academic writing . (If you need more detailed information, there is a separate leaflet on “Apostrophes” and commas, colons and semi-colons are covered in greater depth in this leaflet after the list.)

Question Mark

A question mark (?) is used at the end of every question. It is only ever used to show that a sentence is a question.

- How fast was the fox?

Ellipsis

An ellipsis (...) (plural ellipses) is a “to be continued” moment at the end of a sentence, like this:

- The fox waited...

But, an ellipsis is special because it can also be used inside the sentence, usually to put emphasis on what is coming next. When you see an ellipsis, it’s usually a sign that the next word or sentence that follows it will be important. Read these two sentences:

- Now, the only thing the fox could do was run
- Now, there was only one thing the fox could do...run.

As you can see, the ellipsis in the second sentence makes it a little more exciting than the first. It helps to build up some tension for the reader, instead of giving all of the information at one time.

c. Comma

A comma (,) tells the reader when to pause in a sentence. Most importantly, commas help make things clear in a sentence.

They can separate ideas or events:

- *The fox ran, and then he drank some water.*

We also use them for listing things:

- *One, two, three, four, and five.*

A lot of sentences need commas - they’re one of the most used punctuation marks. But, commas are also misused all of the time. When you are using a comma, remember it means “pause,” so try reading your sentence out loud to see if you are pausing at the right time. For example, if you read this sentence aloud:

- *The fox, ran and then, he drank some water.*

You can hear that the pauses come at the wrong times in this sentence. So, that means we need to move the commas:

- *The fox ran, and then, he drank some water.*

Or,

- *The fox ran, and then he drank some water.*

A good general rule to remember is that when you list more than two things, you probably have to use a comma, like this:

- *The fox was fast, sneaky, and quiet in the forest.* **Correct**
- *The fox was fast, sneaky and quiet in the forest.* **Correct**
- *The fox was fast sneaky and quiet in the forest.* **Incorrect**
- *The fox was fast, sneaky, and quiet, in the forest.* **Incorrect**

Sometimes, whether or not to use a comma is up to the author and his style. The first two sentences are correct - using one or two commas is up to the writer. The third sentence, without a comma, and the last, with too many commas, are incorrect. With two things or less, you don't need a comma, like this:

- *The fox was fast and sneaky in the forest.* **Correct**
- *The fox was fast, and sneaky in the forest.* **Incorrect**

d. Apostrophe

An apostrophe (') does two important things.

First, we use it to show possession:

- *"The fox's coat was orange."*

Second, we use it for contractions, like turning "cannot" into "can't" or "you are" into "you're."

The biggest mistake people make with apostrophes is using them to create **plurals** - this is **WRONG**. For example, "dogs" means more than one dog, but "dog's" shows something that belongs to the dog.

e. Quotations

Quotations ("") are used for lots of things, but probably the most important way we use quotations is to "quote" someone's exact words:

- *Witnesses say that they heard the fox yell "I like pancakes!"*

Or,

- *The newspaper article stated, "a fox's main source of food is pancakes."*

Likewise, they show that a character is speaking (dialogue):

- *“I like pancakes,” said the fox.*

Quotations can also show that the author is using a slang or unusual word:

- *The fox didn’t know what a “fork” was.*

We also use quotations for titles of poems, articles, song names, and brand names of things, like Shakespeare’s “Sonnet 18” and a the burger “Big Mac.”

e. Colons and Semi-colons

Colon

A **colon** (:) says that the writer is about to give a list:

- *The fox liked three things: pancakes, syrup, and butter.*

A colon may also separate two sentences, where the second sentence gives more information about the first:
The fox was great at hiding: a human had never seen him.

Semicolon

A **semicolon** (;) can connect two independent clauses that are related to each other:

- *The fox liked pancakes; he ate them every day for breakfast.*

A semicolon can be combined with a transition, like “but,” to connect two related sentences:

- *The fox liked pancakes; but he couldn’t eat them without syrup and butter.*

A semicolon can also separate items on a list that might be confusing: Lisbon, Portugal; Barcelona, Spain; Venice, Italy; Paris, France; and Berlin, Germany are all popular places to visit in Europe.

f. Parentheses

Parentheses () hold additional information that authors want to use as an aside, like here:

- *The fox loved pancakes (he ate them every morning), and he had a great recipe for them.*

The important information is that the fox loves pancakes and has a good recipe. But, the author also wants to make a side note to the readers that he eats them every morning-this emphasizes how much the fox likes pancakes, while also giving the reader more information.

Or, you can use parentheses to clarify something, like this:

- *The fox paid a lot of money for good maple syrup (\$50 per bottle).*

Here, the writer wants to say that the syrup is expensive, but the reader might not know how much money is a lot. Putting the price inside the parentheses shows that \$50 is what the author means by “a lot of money.”

Furthermore, you can also see in these sentences that: a. if the information inside parentheses comes at the end of a sentence, the end mark goes outside the parentheses; and b. that commas usually come after parentheses.

10. Punctuate the following text.

comparative studies of animals help to show how man's space requirements are influenced by his environment in animals we can observe the direction the rate and the extent of changes in behavior that follow changes in space available to them as we can never hope to do in men for one thing by using animals it is possible to accelerate time since animal generations are relatively short a scientist can in forty years observe four hundred and forty generations of mice while he has in the same span of time seen only two generations of his own kind and of course he can be more detached about the fate of animals in addition animals don't rationalize their behavior and thus obscure issues in their natural state they respond in an amazingly consistent manner so that it is possible to observe repeated and virtually identical performances by restricting our observations to the way animals handle space it is possible to learn an amazing amount that is translatable to human terms

11. Add commas wherever necessary. Name the function of each comma.

Advertising

1. Advertising is the collective term for public announcements designed to promote the sale of specific commodities or services.
2. Advertising is a form of mass selling and it is employed when the use of direct person-to-person selling is impractical impossible or simply inefficient.
3. It is to be distinguished from other activities intended to persuade the public such as propaganda publicity and public relations.
4. Advertising techniques range in complexity from the publishing of straightforward notices in the classified-advertising columns of newspapers to the concerted use of newspapers magazines television radio direct mail and other communications media in the course of a single advertising campaign.
5. From its unsophisticated beginnings in ancient times advertising has burgeoned into a worldwide industry.
6. In the U.S. alone in the late 1980s approximately \$120 billion was spent in a single year on advertising to influence the purchase of commodities and services.
7. American advertising leads the world not only in volume of business but in the complexity of its organization and of its procedures.

8. For these reasons this article deals primarily with advertising in the U.S.
9. Modern advertising is an integral segment of urban industrial civilization mirroring contemporary life in its best and worst aspects.
10. Having proven its force in the movement of economic goods and services advertising since the early 1960s has been directed in increasing quantity toward matters of social concern.
11. The continuing cancer and antidrug abuse campaigns are only two examples of the use of the advertising industry as a means to promote public welfare.
12. Advertising falls into two main categories: consumer advertising directed to the ultimate purchaser and trade advertising in which the appeal is made to dealers through trade journals and other media.
13. Both consumer and trade advertising employ many specialized types of commercial persuasion.
14. A relatively minor but important form of advertising is institutional advertising which is designed solely to build prestige and public respect for particular business concerns as important American institutions.
15. Each year millions of dollars are spent on institutional advertising which usually mentions products or services for sale only incidentally.
16. Another minor but increasingly popular form of advertising is cooperative advertising in which the manufacturer shares the expense of local radio or newspaper advertising with the retailer who signs the advertisement.
17. National advertisers occasionally share the same space in magazine advertising.
18. For example makers of pancake flour of syrup and of sausages sometimes jointly advertise this combination as an ideal cold-weather breakfast.
19. Advertising may be local national or international in scope and so the rates charged for the three different levels of advertising vary sharply particularly in newspapers.
20. Varying rates are set also by newspapers for amusement legal political financial religious and charitable advertisements.

What are linking words?

"Linking Words" is used as a term to denote a class of English words which are employed to link or connect parts of speech or even whole sentences. They are also called connecting words. There are 2 categories of Linking Words (or Connecting Words): conjunctions and transition words.

The most common linking words are the conjunctions ‘and,’ ‘but,’ ‘or,’ and ‘if.’ However, adverbs (like ‘however’) are also very important for linking thoughts and making smooth transitions between them.

Both make it easier to understand what the writer or speaker is saying, so they are very important to good writing. It’s better to use more common words in your own writing, at least until you have read them often enough to be sure how to use them. Linking words will help you make sense of important ideas and arguments. They are used in speeches and debates as well as essays. Although linking words like despite, nevertheless, or likewise are not common in everyday speech, they are common enough in essays, textbooks, and speeches to be on the Academic Word List. That means they occur frequently in many types of academic writing, and can be essential to understanding the author's point. *Despite their fins, whales are mammals. Dolphins are likewise mammals. Both need to surface to breathe, whereas fish can get oxygen while underwater.*

General list of linking words and their meanings

<p>Personal opinion:</p>	<p>In my opinion/view To my mind To my way of thinking I am convinced that It strikes me that It is my firm belief that I am inclined to believe that It seems to me that <i>As far as I am concerned, I think that the economic recession of the previous decade was foreseeable.</i></p>
<p>To list advantages and disadvantages:</p>	<p>One advantage of Another advantage of One other advantage of A further advantage of The main advantage of The greatest advantage of <i>The first advantage of riding a motorbike in a large metropolis is that of not getting caught in major congestion.</i></p>
<p>To list points:</p>	<p>Firstly First of all In the first place Secondly</p>

	<p>Thirdly Finally.</p> <p><i>To start/begin with, we have to address the inadequacies within the education system before we can tackle unemployment fully.</i></p>
To add more points to same topic:	<p>What is more Furthermore Apart from this/that In addition (to this Moreover Besides (this)</p> <p><i>... not to mention the fact that your choice of career is a fundamental decision which will influence the rest of your life. Not only is your choice of career a fundamental decision, but it is also one that will influence the rest of your life. Your choice of career is both a fundamental decision and something that will influence the rest of your life.</i></p>
To refer to other sources:	<p>With reference to, According to.</p> <p><i>According to the latest scientific research, the use of mobile phones can be damaging to one's health in the long run.</i></p>
To emphasise a point:	<p>Indeed, Naturally, Clearly, Obviously, Of course, Needless to say</p> <p><i>Needless to say, the scheme was found to fail due to insufficient funds.</i></p>
To give examples:	<p>For instance For example</p> <p><i>For example, by establishing day-care centers across the country, working mothers can be encouraged to resume their careers. By providing incentives such as, like day-care centers working mothers are encouraged to resume their careers. If working mothers are to resume their careers then the provision of incentives particularly, in particular, especially day-care centers is essential.</i></p>
To state other people's opinion:	<p>It is popularly believed that People often claim that</p>

	<p>It is often alleged that Some people argue that Many argue that Most people feel that <i>Some people point out that wealth will bring happiness. Contrary to popular belief, wealth does not necessarily bring happiness.</i></p>
To conclude:	<p>Finally Lastly All in all Taking everything into account/consideration On the whole All things considered In conclusion On balance For the above mentioned reasons To sum up Therefore I feel that <i>To sum up, it is unlikely that there will be peace in all the countries of the world concurrently.</i></p>
Summarising:	<p>In short Briefly <i>To put it briefly, his performance on stage was fantastic!</i></p>

WRITING A SUMMARY

В практической деятельности специалистов часто возникает необходимость ознакомления с обширными по объёму иностранными материалами, перевод которых занимает много времени. В этом случае прибегают к кратному изложению содержания этих материалов - составлению реферата.

Реферат, как экономное средство ознакомления с материалом, отражает его содержание с достаточной полнотой. Реферат не только раскрывает важные стороны содержания, но и показывает читателю, имеет ли для него смысл полностью или частично проработать данный источник информации в оригинале.

Составление рефератов представляет собой процесс аналитико-синтетической переработки первичного документа, при котором во вторичном документе - реферате – излагается основное содержание первичного

документа, приводятся данные о характере работы, методике и результатах исследования, а также месте и времени исследования. Объектом реферирования является преимущественно научная, техническая и производственная литература. На остальные виды публикаций, как правило, составляются только аннотации и библиографические описания. Различие между аннотацией и рефератом определяется их назначением. Аннотация предназначена только для информации о существовании первичного документа определённого содержания и характера, а реферат служит для изложения основного содержания первичного документа.

Содержание и структура реферата

Реферат состоит из следующих элементов:

- 1) заглавие реферата;
- 2) библиографического описания реферируемого документа;
- 3) текста реферата.

Заглавием реферата, как правило, служит заглавие реферируемого документа. Если заглавие документа не отражает основного смысла содержания этого документа, то даётся другое, более точное заглавие.

В тексте реферата отражаются следующие данные:

- 1) исследуемая проблема, цель, главная мысль и содержание работы, предмет или цель исследования;
- 2) данные о методике и ее сравнительной точности (при этом широко известные методы не отмечаются).
- 3) выводы автора и указания возможностей и путей практического применения результатов работы;
- 4) ссылка на наличие библиографии и иллюстративного материала (если их нет в библиографическом описании).
- 5) технология, применяемое оборудование и условия проведения исследования;
- 6) таблицы, схемы, графики, формулы, необходимые для уяснения основного содержания документа;
- 7) необходимые справочные данные (об авторе, истории вопроса, месте проведения исследования и т.д.).

В соответствии со спецификой реферируемого документа в реферате могут содержаться не все данные, а какая-то их часть.

Реферирование - это сложный, творческий процесс, построенный на проникновении в сущность излагаемого. В процессе реферирования происходит не просто сокращение текста, а существенная переработка содержания, композиции и языка оригинала:

- в содержании выделяется главное и излагается сокращённо, сжато;

- однотипные факты группируются и им даётся обобщённая характеристика;
- цифровые данные систематизируются и обобщаются;
- если основная мысль сформулирована недостаточно чётко, она должна быть конкретизирована и выделена в реферате;
- в случае необходимости происходит перемещение временных планов в последовательности от прошлого к будущему;
- язык оригинала претерпевает изменения в сторону нормативности, нейтральности, простоты и лаконичности.

Исключаются образные выражения, эпитеты, вводные слова, не существенные определения, обстоятельства, дополнения. Происходит разукрупнение сложных синтаксических конструкций, сокращение количества придаточных предложений, замена их более простыми оборотами.

Информативность как основное содержание жанра реферата как бы «просачивается» через все языковые элементы и их значения и в то же время соединяет их в цельную структуру.

Реферирование - это сложное комплексное умение, состоящее из целого ряда отдельных элементов, а именно: 1 - выделение абзацев, содержащих основную информацию; 2 - выделение основных мыслей, фактов, положений; 3 – озаглавливание выделенных абзацев; 4 - составление плана статьи; 5 - сокращение текста; 6 - передача содержания текста своими словами (перифраз).

Фразы для реферирования текста

Rendering the text / article

1. Headline of the article (text), title of the newspaper or the magazine, date of publication, the author

The title (the headline) of the article (text, my research paper) is... The article is entitled...	Заголовок статьи...
The title of the newspaper is...	Название газеты...
The article under the title... was published in... (newspaper, book) №... on... (date)	Статья под заголовком... была напечатана в..., номер., (дата)
The author is..., the correspondent of...	Автор - ..., корреспондент (издание)
The article is written by...	Статья написана (тем-то)
It is published especially for...	Она напечатана специально для...

2. Main topic (idea)

The article consists of an introduction and three parts.	Статья состоит из введения и трёх частей.
The main idea of the article is...	Основная идея статьи...
The article is devoted to the problem of...	Статья посвящена проблеме...
It touches upon...	Она касается...
It tells the readers about... The subject of the article is...	Она рассказывает читателям о... Тема статьи (предмет описания)...
The author gives us some information about...	Автор даёт нам некоторую информацию о...
The author discusses an important problem of...	Автор обсуждает важную проблему (чего)...

3. Main contents

The author emphasizes the fact that...	Автор подчёркивает, что...
He believes (reports, points out) that...	Он верит (сообщает), что...
He analyses how...	Он анализирует, как...
He examines why...	Он исследует, почему...
It's necessary (important, interesting) to note (to report) that...	Необходимо (важно, интересно) отметить (сообщить), что...
The first part is devoted to...	Первая часть посвящена...
The second part is about...	Во второй части говорится о...
In the last part the author describes...	В последней части автор описывает...
Further he says...	Далее он говорит...
He mentions...	Он упоминает...
According to the author...	По мнению автора...
He calls attention to the fact that...	Он привлекает наше внимание к тому факту, что...

4 Conclusions of the author

The author comes to the conclusion that...	Автор приходит к выводу, что...
In conclusion the article reads...	В заключении статьи говорится...
In summing up the author...	В заключение автор...
At the end of the article the author sums up...	В конце статьи автор подводит итоги...

Evaluating the situation the conclusion can be drawn that...	Оценивая ситуацию, можно прийти к такому заключению, что...
--------------------------------------------------------------	-------------------------------------------------------------

5. Your attitude towards the article

The text might be interesting for...	Текст может быть интересен для...
The language of the article is...	Язык статьи...
There are a lot of ... (special, technical, economical, architectural) terms in the text, for example...	В тексте много (специальных, технических, экономических, архитектурных) терминов, например, ...
As for me...	Я считаю...
To my mind...	По моему мнению...
We can make a conclusion that...	Мы можем сделать заключение (вывод), что...
As far as I understood...	Насколько я понял, ...
I'd like to quote...	Я бы хотел процитировать...
On reading the article we (I) realize the fact that...	Читая статью, мы (я) осознаем тот факт, что...
In conclusion I can say...	В заключение я могу сказать...
I find the article useful, informative, interesting, up-to-date, disputable, because...	Я считаю, что статья полезна(информативна, интересна, актуальна, спорная), потому что...

What is a summary?

A summary is a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, or even a whole book. It is also possible to summarize something that you have heard, such as a lecture, or something that you have seen and heard, such as a movie. A summary omits details, and does not include the reader's interpretation of the original.

You may be used to reading English in order to answer questions set by someone else. In that case, you probably read the questions first and then read the passage in order to find the correct answer. However, when you read in order to write a summary, you must read in order to decide for yourself what the main points are. This involves reading to understand the message that the writer has for the reader, rather than reading in order to get the correct answer to someone else's questions. Since people have different backgrounds and read for different purposes, it is possible that different readers will interpret a writer's message in different ways. Even if they agree, they will probably write their summaries in different ways. In other words, there is unlikely to be only one "correct" summary. On the other hand,

to write a summary it is necessary to understand a passage as a whole, and therefore at a deeper level, than when one's purpose is just to answer questions.

When are summaries used?

1. In general terms, writing summaries is a good way of improving one's ability to read because it forces the reader to focus on understanding the whole of something rather than on just following each word or sentence.

2. In academic terms:

a) If you are reading something that is very important for your studies and/or difficult to understand, writing a summary helps you to make sure that you have understood it. You can also refer to it later to refresh your memory, for example when you are revising for an exam, or when you are talking about it in class. (It is also a good idea to turn lecture notes into summaries.)

b) When writing academic papers people often need to insert summaries of something that they have read or heard. For example, you might want to summarize the the main points of a book that is relevant to your topic. In such cases, it is extremely important to use your own words, or quotation marks if you are actually quoting, in order to avoid plagiarism. (We will talk more about plagiarism later in the course.)

First steps to writing a summary

1. As you read, underline all the important points and and all the important evidence. For example, you could look for all the topic sentences. Words that are repeated several times are likely to be keywords. Transition words can help understanding of the overall structure of a passage.

2. List or cluster the main idea of the whole piece, the main supporting ideas, and the main evidence for each idea. Use of the same keywords or technical expressions is probably unavoidable. However, be careful to express the ideas in your own way, using your own vocabulary and expressions as much as possible, rather than copying or just rearranging. Do not include too much detail.

What is a good summary?

1. A good summary should give an objective outline of the whole piece of writing. It should answer basic questions about the original text such as "Who did what, where, and when?" or "What is the main idea of the text?", "What are the main supporting points?", "What are the major pieces of evidence?". It should not be a paraphrase of the whole text using your own words. A reference should be made to the original piece either in the title ("A Summary of..."), in the first sentence, or in a footnote or endnote.

2. You should not give your own ideas or criticisms as part of the summary. However, if you want to comment on a piece of writing it is usual to begin by summarizing it as objectively as possible.

3. A good summary should not include selected examples, details, or information which are not relevant to the piece of writing taken as a whole.

4. A good summary of an essay should probably include the main idea of each paragraph, and the main evidence supporting that idea, unless it is not relevant to the article or essay as a whole. A summary does not need a conclusion, but if the original ends with a message to the reader this should not be left out. (A good summary of a chapter should probably include the main idea of each group of paragraphs or each section; a good summary of a book should probably include the main idea of each chapter, or perhaps the main idea of each section of each chapter.)

5. A good summary may use key words from the original text but should not contain whole phrases or sentences from the original unless quotation marks are used. Quotations should only be made if there is a reason for using the original words, for example because the choice of words is significant, or because the original is so well expressed.

6. Rearranging the words used in the original, or keeping the same structure but just substituting different words is not enough. You must express the sense of the original using your own words and structures.

How to write a summary of a short piece of writing:

1. As you read, underline all the important points and all the important evidence. For example, you could look for all the topic sentences. If there is a word or words that are repeated throughout the passage, this is likely to be related to the topic. Transition words and phrases should help you to understand how the piece is joined together. The main idea should be in the first or second paragraph, probably in a thesis statement at the end of the paragraph, or in the concluding paragraph. (You could look out for the 5Ws - What?, Which?, Who?, Where?, When?, Why? - and the 1H - How?)

2. List or cluster the main idea of the whole piece, the main supporting ideas, and the main evidence for each idea. Be careful **to use your own words** rather than copying or just rearranging. In other words, try to find your own way of expressing the writer's ideas. Of course, you can use key words or phrases. (For example, if the piece of writing is about digital technology, it is fine to use key technical words that are in the original, such as "digital technology", "binary digit" or "analog".) Do not include too much detail.

3. Change the order if necessary, so that the main idea comes first and is followed by the supporting ideas and evidence in a logical sequence. Omit any repetitions.

4. If the original uses 'I' replace this with the writer's actual surname, "the writer", or "s/he". If the original uses 'you', substitute "people" or "they".

5. You should now be ready to write the summary. Start with a sentence that a) identifies the writer and the piece of writing, for example by giving the writer's name, the title of the piece and where/when it appeared, and b) gives the main idea. Use transition words to join everything together.

How to Write a Summary

A **summary** is a shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as a text, speech, film, or event. To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing the summary is to give the basic ideas of the original reading. What was it about and what did the author want to communicate?

While reading the original work, take note of what or who is the focus and ask the usual questions that reporters use: **Who? What? When? Where? Why? How?** Using these questions to examine what you are reading can help you to write the summary.

Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Always read the introductory paragraph thoughtfully and look for a thesis statement. Finding the thesis statement is like finding a key to a locked door. Frequently, however, the thesis, or central idea, is implied or suggested. Thus, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece: pay attention to the title and any headings and to the opening and closing lines of paragraphs.

A written summary starts with a lead, including **title, author, text type, and the main idea of the text**. It has a clearly arranged structure and is paraphrased with new words without quotations from the text. Unlike a retelling, a summary is written in present tense or historical present. In summaries only indirect speech is used and depictions are avoided.

Here is a sample summary:

In the short story "**The Secret Life of Walter Mitty**," author James Thurber humorously presents a character who fantasizes about himself as a hero enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing (властный), critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this

brief time, Mitty drives his wife to the hairdresser and runs errands (поручения) that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman (снайпер), and brave military captain. This story shows that fantasy is often a good alternative to reality.

The Summary

The headline of the article I have read is “Kleinwort Wins Rosneft Price Tender”. This article is written by Jeanne Whalen and it was published in “The Moscow Times” on the 3rd of March, 1998.

The aim of the article is to provide the reader some information on the tender for Rosneft which will take place in March. A tender is the privatization auction with many sellers and one buyer which can conduct the evaluation for the ware.

The author begins with telling the reader that German investment bank “Dresden Kleinwort Benson” has won the right to evaluate the worth of Rosneft before the company is sold in the privatization auction later this year. Sergei Perevizentsev, a spokesman for the Privatization Ministry said that Kleinwort Benson offered to conduct the evaluation for \$ 650.000, underbidding its closest competitor by about \$ 1.000.000 in a tender decided on Saturday. This bank has worked as an adviser for Gasprom and helped arrange \$3 billion syndicated loan and a \$ 1.2 billion bridging loan for Rosneft and the bank will bid on Rosneft in alliance with Royal Dutch/Shell and LUKoil.

Alexandr Agibalov, an oil analyst with Russian brokerage Aton said that this company had a good reputation and to ruin it by giving some information for Gasprom was not in its interest. Then the author writes that there were many other companies competed in the tender, for example: “Robert Fleming Securities”, “Deutsche Morgan Grenfell”, “Analyze”, etc.

The author replies that Russia’s federal government didn’t want any auditor affiliated with a Rosneft bidder to conduct the valuation. In order to do it, the government chose to hire an independent auditor to value the worth of Rosneft and to recommend starting prices. The author reports that once the auditor determines Rosneft worth, it is up to the tender commission, consisting of seven people, to set up starting prices.

Then the author tells us that other bidders for Rosneft are an alliance between British Petroleum and Uneximbank’s Sidako, Yuksi, the oil company soon to be created in merger between Yukos and Sibneft. Agibalov said that the commission will set the prices higher, if the government sells 75-percent-plus-one-share of Rosneft. The author further says that the format of this tender is more desirable for bidders. He added if the government chooses to sell only 50-percent-plus-one-share of Rosneft, Gasprom and Uneximbank groups will be less interested in bidding

because this scheme will not allow the winner to exercise full control over the company.

In conclusion I can say that I found this article very interesting and very important not only for me, but for everybody in Russia. This situation tells us that Russia is in an economic crisis now and the government wants to earn some money by selling Russian companies to foreign firms in order to stabilize our economy. I think that this approach is erroneous, but what is done cannot be undone.

My opinion is that the Russia's government mustn't sell out our companies to foreign bidders even though it hasn't enough money. But the government must do something to make Russia's economy and industry function, if it wants Russia to become the greatest and the wealthiest country in the world the way it was.

CLICHÉ

for making a summary of a newspaper article

1. The title of the article is... The article is headlined	Название статьи ...
2. It is published in «Moscow New» number... dated ...	Она опубликована в газете «Москоу Ньюс» номер ... от...
3. The article is written by ... The author of the article is ...	Статья написана ... Автор статьи ...
4. The article deals with ... The article is devoted to the analyses of the situation in ... - to the question (problem) of... - to the description of	В статье говорится о ... Статья посвящена анализу обстановки в ... вопросу о... описанию...
5. The article (author) discusses... - expresses the view that... - concentrates on, focuses the reader's attention on... - highlights... - points out... - stresses that... - suggests that... - sums up, summarizes ... - (strongly) criticizes... - condemns - reveals - reviews - considers - comes out against...	В статье обсуждается ... (автор обсуждает) выражается точка зрения о .. концентрируется внимание на ... освещается... указывается на ... подчёркивается, что ... говорится, что ... подводится итог, суммируется... (остро) критикуется ... обсуждается ... вскрывается ... рассматривается ... даётся обзор ... выступает против ...

- comes out in support	выступает в поддержку ...
6. It should be noted that	Следует отметить, что ...
7. The author pays special attention to the fact...	Автор обращает особое внимание на тот факт, что ...
8. To sum up ... In conclusion...	В заключение...

Remember:

Do not rewrite the original piece.

Keep your summary short.

Use your own wording.

Refer to the central and main ideas of the original piece.

Read with who, what, when, where, why and how questions in mind.

Do not put in your opinion of the issue or topic discussed in the original piece.

WRITING AN ABSTRACT

What is an abstract?

An abstract is a concise summary of a research paper or entire thesis. They're often found at the front of dissertations, theses, or journal articles. It is an original work, not an excerpted passage. The word abstract comes from the Latin abstractum, which means a condensed form of a longer piece of writing. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. It highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes. It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly all parts of the paper. Although it is placed at the beginning of your paper, immediately following the title page, the abstract should be the last thing that you write, once you are sure of the conclusions you will reach.

Your abstract should give the reader enough information about your research to make them recognise its significance and assess whether it is relevant to the particular area they are researching. It is important to consider the inclusion and use of particular keywords in an abstract to ensure there is a very quick way to identify relevant material in your work.

Abstract writing is an art to develop; and believe us, with a brief to write no more than 250 words for each page of this resource, we all need to keep practicing the skill of effective summary.

Why to write an abstract?

You may write an abstract for various reasons. The two most important are selection and indexing. Abstracts allow readers who may be interested in a longer work to quickly decide whether it is worth their time to read it.

Also, many online databases use abstracts to index larger works. Therefore, abstracts should contain keywords and phrases that allow for easy searching. Abstracts are important for both selection and indexing purposes.

Selection: Abstracts allow readers who may be interested in the paper to quickly decide whether it is relevant to their purposes and whether they need to read the whole paper.

Indexing: Besides selection, the other main purpose of the abstract is for indexing. Most article databases in the online catalog of the library enable you to search abstracts. This allows for quick retrieval by users and limits the extraneous items recalled by a “full-text” search. However, for an abstract to be useful in an online retrieval system, it must incorporate the key terms that a potential researcher would use to search.

When is it necessary to write abstracts?

Abstracts are usually required for:

- submission of articles to journals,
- especially online journals application for research grants
- completion and submission of Ph.D. dissertation or M.A. theses submission of
- proposals for conference papers writing a book proposal

Qualities of a good abstract

An effective abstract

- Uses one or more well-developed paragraphs, which are unified, coherent, concise, and able to stand alone
- Uses an introduction-body-conclusion structure in which the parts of the report are discussed in order: purpose, findings, conclusions, recommendations
- Follows strictly the chronology of the report
- Provides logical connections between material included
- Adds no new information but simply summarizes the report
- Is intelligible to a wide audience

How to write an abstract?

1. Reread your report with the purpose of abstracting in mind. Look specifically for these main parts: purpose, methods, scope, results, conclusions, and recommendations. Then read each section and condense the information in each down to 1-2 sentences.

2. Next read these sentences again to ensure that they cover the major points in your paper. Ensure you have written something for each of the key points outlined above for either the descriptive or informative abstract.

3. Write a rough draft without looking back at your report. Consider the main parts of the abstract listed in step #1. Do not merely copy key sentences from your report. You will put in too much or too little information. Do not summarize information in a new way.

4. Revise your rough draft to

- Correct weaknesses in organization and coherence,
- Drop superfluous information,
- Add important information originally left out,
- Eliminate wordiness
- Correct errors in grammar and mechanics.
- Edit for flow and expression

5. Carefully proofread your final copy.

As your abstract is an important way to promote your work it is worth taking time to write it well. You will likely have to revise several drafts to produce a precise, concise outline of your paper which is clear, complete, includes key search terms and fits within the word limit.

What to include in an abstract?

The format of your abstract will depend on the work being abstracted. An abstract of a scientific research paper will contain elements not found in an abstract of a literature article, and vice versa. However, all abstracts share several mandatory components, and there are also some optional parts that you can decide to include or not. When preparing to draft your abstract, keep the following key process elements in mind:

1. ***Reason for writing:*** What is the importance of the research? Why would a reader be interested in the larger work?

2. ***Problem:*** What problem does this work attempt to solve? What is the scope of the project? What is the main argument, thesis or claim?

3. ***Methodology:*** An abstract of a scientific work may include specific models or approaches used in the larger study. Other abstracts may describe the types of evidence used in the research.

4. ***Results:*** An abstract of a scientific work may include specific data that indicates the results of the project. Other abstracts may discuss the findings in a more general way.

5. ***Implications:*** How does this work add to the body of knowledge on the topic? Are there any practical or theoretical applications from your findings or implications for future research?

The importance given to the different components can vary between disciplines. You should look at abstracts of research that are similar to your own work as models.

A simplified universally accepted format of an abstract is as follows:

1. **Introduction/aim/background/topic.** Phrase it in one sentence what is your topic, and why you are writing the paper, making it easy for the reader to understand where you are taking them. Remember your audience is your peer reviewers, and ultimately others interested in your field of research.

2. **Methods/approach/materials.** Preferably in as few sentences explain how you conducted the research. Succinctly explain what kind of experiments were involved, or was it a case series? Don't overdo it, and be liberal in omitting unnecessary details. Write sentences that can be read aloud without having to stop for breath.

3. **Results.** Let others know about the results, giving statistical substantiation. Keep it short and relevant.

4. **Conclusions.** Summarise the deduction of your research and its relevance for future. Your conclusion should be able to answer how could it be useful for others in their practice and enhance their knowledge as well.

Types of abstracts

Abstracts can be

- informative
- descriptive.

Descriptive abstracts describe the work being abstracted. They are more like an outline of the work and are usually very short - 100 words or less. Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common.

They are:

- background (tell what the report contains)
 - purpose, methods, scope, but NOT results, conclusions and recommendations (you introduce subject to readers, who must then read the report to learn study results)
 - particular interest or focus of paper
 - overview of contents (not always included)
- Informative abstracts act as substitutes for the actual papers as all the key arguments and conclusions are presented; specifically, the context and importance of the research, reasons for methods, principal results and conclusions.

Informative abstracts are generally used for science, engineering or psychology reports. You must get the essence of what your report is about, usually

in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences.

The parts include:

- background (contents of reports)
- aim or purpose of research
- method used
- findings/results
- conclusion
- recommendations

The table below summarises the main features of, as well as the differences between, the two types of abstracts discussed above. In both types of abstract, your lecturer/tutor may require other specific information to be included.

Descriptive abstract	Informative abstract
Describes the major of the points project to the reader. Includes the background, purpose and focus of the paper or article but never the methods results and conclusions if it is a research paper.	Informs the audience of all essential points of the paper. Briefly summarizes the background, purpose, focus, methods, results, findings and conclusions of the full-length paper.
Is most likely used for humanities and social science papers or psychology essays.	Is concise, usually 10% of the original paper length, often just one paragraph. Is most likely used for sciences, engineering or psychology reports.

Examples of abstracts

Here are two abstracts with the key parts identified. The Descriptive abstract (1) is for a humanities paper and the Informative abstract (2) for a psychology report.

Model descriptive abstract

Abstract	Key Parts
The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the ‘all-plagiarism-is-cheating’ reaction and the ‘just-give-them-a- referencing-guide’ response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to paper avoid plagiarism. In this presentation, I will use the transnational teaching	background purpose and aim particular focus of paper

experience to highlight what educating to avoid plagiarism entails.	
---------------------------------------------------------------------	--

Model informative abstract

Abstract	Key Parts
<p>Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skills of academic writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students' level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing. The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, but those with a more developed metalanguage are more confident and motivated.</p> <p>The conclusion can also be drawn that students' level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of preliminary research results, some recommendations for writing instruction will also be presented.</p>	<p>background</p> <p>purpose and aim</p> <p>methods</p> <p>results</p> <p>conclusions</p>

How is an abstract different to an introduction?

Students are sometimes confused about the difference between an abstract and an introduction. In fact, they are different pieces of writing with different aims and key parts. The following table will briefly describe these differences in the case of a research paper.

Abstract	Introduction
The essence of the whole paper	Introduces the paper
Covers the following academic elements: Background purpose and focus methods - results (also called 'findings') - conclusions - recommendations or 'implications', not	Covers the following academic - background - proposition (also called 'point of view' or 'thesis' statement) - outline of key issues - scope (not always relevant

always relevant)	
Summarises briefly the whole paper the paper including the conclusions	Introduces the paper and foregrounds issues for discussion

All abstracts include:

- A full citation of the source, preceding the abstract.
- The most important information first.
- The same type and style of language found in the original, including technical language.
- Key words and phrases that quickly identify the content and focus of the work.
- Clear, concise, and powerful language.

Abstracts may include:

- The thesis of the work, usually in the first sentence.
- Background information that places the work in the larger body of literature.
- The same chronological structure as the original work.

How not to write an abstract:

- Do not refer extensively to other works.
- Do not add information not contained in the original work.
- Do not define terms.

Abstract

The article “Secrets of the animals that dive deep into the ocean” is written by Jane Palmer 15 January 2015.

The author starts with a **study** published in March 2014, where scientists tracked these typically elusive whales and reported one whale dived to the dizzying depths of 2,992 m (9,816ft). The same whale stayed underwater, without taking a single breath, for 138 minutes.

Then the author give facts: Sperm whales routinely dive between 500m and 1000m, Weddell seals go to 600m, and elephant seals can hold their breath for two hours.

After that the author goes on to say that with little oxygen in their lungs, the whales have to be thrifty when it comes to using the gas on their dives. To stop using so much oxygen, diving mammals can stop their breathing and shunt blood flow from their extremities to the brain, heart, and muscles. They also shut down digestion, kidney and liver function.

The author also the results of different reasechers: a Scientists had thought diving mammals were immune from the condition, even though they had found such

bubbles before in stranded animals. Between 1992 and 2003, researchers found bubble-associated tissue injury in dolphins, porpoises and a single Blainville's beaked whale washed up on British shores. The question was finally settled in 2013, when Daniel García-Párraga of Oceanographic in Valencia, Spain and his colleagues diagnosed the bends for the first time in live marine animals: loggerhead sea turtles. The turtles had been accidentally caught in commercial fishing nets and bought in by local fishermen. Of the 21 that arrived alive, 9 showed signs of spasticity. CT scans revealed bubbles in the turtles' organs.

The author concludes with the words of scientist Fahlman, who says “ They're diving to depths that are absolutely phenomenal. With our current knowledge of physiology, they're going way over and beyond what they're supposed to be able to do”.

Abstract and summary

An abstract is a condensed version of a longer piece of writing that highlights the major points covered, concisely describes the content and scope of the writing, and reviews the contents of the writing in abbreviated form. People write abstracts when submitting articles to journals, applying for research grants, writing a proposal for a conference paper, completing a Ph.D./Master's degree thesis or dissertation, etc.

1. Read the information about some specific features of writing an abstract for a research paper.

The key elements to be included in the abstract.

- Background: A simple opening sentence or two placing the work in context.
- Aims: One or two sentences giving the purpose of the work.
- Method (s): One or two sentences explaining what was (or will) be done.
- Results: One or two sentences indicating the main findings (or what you hope to accomplish with the project).
- Conclusions: One sentence giving the most important consequence of the work - What do the results mean? How will they be used?

Words of advice:

1. For the first draft, don't worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that you highlighted and identified as you read through the article.
2. Take a word count before you begin to edit.
3. Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.
4. Look for places where sentences can be combined to omit extra words or condense ideas.

5. Delete unnecessary background information.
6. Do not use jargon, abbreviations, direct quotes or citations.
7. Avoid writing in the first person (I). Rather than saying, “In this essay I discuss...”, try a more formal approach by starting your abstract with an opening similar to:

- This paper discusses the effects of... .
- This paper reports on
- Specifically, this paper investigates
- This article examines how
- The present paper attempts to answer the question ...

8. Write to the required word count. Abstracts are typically 150 to 250 words. If a 200 word abstract is required, get as close to the required number of words as possible.

2. Read some examples of abstracts.

a) Qualifying Urban Landscapes

Thomas Juel Clemmensen, Tom Nielsen
University of Oregon School of Architecture, USA

Abstract

The article presents an attempt to develop alternatives to the dominant planning and design principles used in building and rebuilding the contemporary urban landscape. The basic idea is that the ‘forces of modernization’ driving current development might result in a broader and more interesting palette of places and spaces if supplementary principles of design and organization could be developed. The idea of formulating a normatively oriented theory for practice is based on an ‘almost all right’ approach but moves beyond the purely ‘non-judgmental’ attitude to contribute at a generic level to the task of constructing and improving things. With this goal, a set of objectives based in important insights from recent urban theory are formulated constituting the normative spine of the analysis of a number of found situations as basis for formulating eight generic concepts of qualification for contemporary urban landscape design practice.

b) Gothic Design

Michael Reeds University of London, UK

This paper discusses interior design during and after the Gothic revival of the late eighteenth century, noting that true Gothic architecture originally developed from the Romanesque style, emerging in the twelfth century. The paper examines some key pieces of architecture such as Notre Dame, the Abbey Church of St. Denis and the Cathedral of Sens and the paper contains images and pictures as illustrations. According to the paper, this style dominated until the beginning of the

Renaissance in the fifteenth century. Gothic architecture is noted for its size and elaborate decoration. However, Gothic architecture is first defined in terms of a change in Romanesque church architecture when diagonal ribs were added to the groin-vault, as is first seen at the Abbey Church of St. Denis near Paris.

NEWSPAPER ABSTRACT

1. The title of the article is «Banks turning to the real sector».
 2. The article is written by ...
 3. The article is published in the newspaper «Moscow News», number 12, 1998.
 4. The article deals with changes in the banking sector of Russia over the recent year.
 5. It is pointed out that the net assets have increased in absolute terms from \$74 to \$ 110 billion.
 6. But it's noted that the share of banking system in the national economy it still small about 25 percent of GDP, that is Gross Domestic Product.
 7. It is stressed that the foreigner's share in the Russian banking system's aggregate capital is from 5.3 to 5.8 percent.
 8. By world standards these figures are insignificant, so, for example, in Hungary the figure exceeds 50 percent.
 9. Low share of foreigners in our bank's capital is explained by shortage of cash, non-payments, use of bills, notes, bonds instead of real money.
 10. It should be noted that 1997 was characterized by a slower growth of lending institutions, so in 1996 there were 26 new lending institutions while in 1997 only 12 lending institutions were registered (Oust 5 banks).
 11. The consider instability in a government and corporate securities markets over the last five months is forcing the banks to reorient their policy and work with the real sector of economy.
 12. The authors pay attention to the fact that banks cannot hope to get fast and high profits in the real sector of economy.
 13. Thus, banks develop their lending activity in the real sector very slowly, because Russia's industry is in depression and most of industrial enterprises are insolvent.
- 1) The title of the article is Adaptive genetic variation in Scots pine (*Pinus sylvestris* L.) in Scotland.
 - 2) It is published by the University of Edinburgh in 2011.
 - 3) The author of the article is Matti J. Salmela.
 - 4) The article deals with the ability of plants to adapt to local growing conditions.

- 5) The article is devoted to the studies of patterns of local adaptation.
- 6) The article stresses that the main motivation for these experiments was to find the best-growing seed sources for different sites.
- 7) It should be noted that experiments in long-lived trees are laborious, time-consuming, expensive and thus, normally established only for species of commercial importance.
- 8) The author pays special attention to the fact that transfer trials established for commercially important tree species such as Scots pine and lodge pole pine have indicated that populations often grow best in their home environments and that transfers along environmental gradients influence survival and growth.
- 9) The author sums up, that the acquisition by plants of various adaptive traits depends on factors such as soil, moisture and temperature of the environment, the presence of pests or herbivores.
- 10) In conclusion, studies of patterns of local adaptation in plants have a long history due to the importance of many species in agriculture or forestry.

1. The title of the article is «Enterococci in foods a conundrum for food safety».

2. It is published in «International Journal of Food Microbiology», number 88, 2003.

3. The authors of the article are Charles Franz, Michael E. Stiles, Karl Heinz Schleifer and Wilhelm H. Holzappel.

4. The article deals with the problem of enterococci, which are considerable members of the community in the intestines of many animals and opportunistic pathogens that cause millions of infections each year.

5. The article suggests that Enterococci are important in the environment, food and clinical microbiology. These bacteria can play an important beneficial role in the production of various fermented food products and can be used as probiotics.

6. The authors stress that opportunistic enterococci cause a number of questions on their safety for use in foods or as probiotics.

7. It should be noted that the probiotic bacterial strains must meet certain requirements.

8. The authors pay special attention to two important criteria: ability to survive in the gastrointestinal tract and an antagonistic effect against pathogenic bacteria.

9. Thus, the needs of studying the biological properties of strains of enterococci have antagonistic activity against pathogenic microorganisms, including determination of the presence of potential virulence factors, to establish a new basis for their probiotic preparations.

WRITING AN ESSAY

What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five- paragraph essay is a common length for academic writing.

What is a thesis statement?

The thesis statement is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

Writing a strong thesis statement

- A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas:

The qualifications for getting into university in my country are unreasonable.

When studying a foreign language, there are several ways to improve your use of the language.

These are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a fact about the topic:

In the Northern Hemisphere, the summer months are warmer than the winter months. This is not a strong thesis statement. It cannot be discussed or argued about.

- A thesis statement should not state two sides of an argument equally:

There are advantages and disadvantages to using nuclear power.

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.

How to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement. In addition, each paragraph in the main body should discuss one part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

To create a successful advertisement, it is necessary for advertisers to answer three questions: What are we selling?, Who are we selling it to?, and How can we make people want to buy it?

Possible topic sentences for each paragraph in the main body:

- The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.

- A second important part of creating an advertisement is deciding who is expected to buy the product.

- Finally, a way must be found to create an ad that will make people want to buy the product.

How to format an essay

1. Use double spacing (leave a blank line between each line of writing).

2. Leave 2.5 centimeters (1 inch) of space on the sides, and the top and bottom of the page. This space is called the margin.

3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called indenting. If you write by hand, indent about 2 centimeters (3 /4 inch). Alternatively, paragraphs can begin at the left-hand margin with no indentation. However, you must then leave one line space between each paragraph.

4. Put the title of your essay at the top of the first page in the center.

Words and word combinations

to begin / start with ... - Для начала

according to... - Согласно...

Some people think... - Некоторые считают, что...

first... firstly... first of all... - Во-первых, ...

Secondly, ... - Во-вторых, ...

Moreover ... - Более того, ...

In addition... - К тому же, ...

In other words... - Другими словами

More importantly... - Еще более важно...

also... - Также

apart from this... - Не смотря на это

as far as I'm concerned ... - Насколько я понимаю...

to my mind ... In my view... - По моему мнению

for example... for instance ... - Например

like ... Such as ... - Такие как, например

on the one hand, ... on the other hand... - С одной стороны..., с другой стороны

Not only ... - Не только...

although... - Хотя

Instead... - Вместо

In contrast to this ... - Напротив

In spite of ... / despite ... - Несмотря на

Nevertheless - Тем не менее
to sum up ... In conclusion... - В заключение
thus... therefore... - Таким образом, ...
finally... - Итак.

Essay organization

Title (hidden question)

1. Introduction

1.1. Background.

1.2. thesis.

2. paragraph 1

2.1. paragraph leader (topic sentence).

2.2. Main body (fact(s) and example(s)).

3. paragraph 2

3.1. paragraph leader.

3.2. Main body (facts and examples).

4. paragraph 3

4.1. paragraph leader.

4.2. Main body (facts and examples).

5. conclusion.

5.1. Summary.

5.2. prediction.

Некоторые типы эссе

Persuasive / argumentative. Makes a claim or takes a position and backs it up with statistics, expert opinions, and other evidence you may review an opposing review and explain why it is wrong and you are right.

Comparison. demonstrates similarities and differences between two topics.

Descriptive. explains the what, why, how, when, and where of a topic. for example, a descriptive essay about a tree would explain what it is made of, why it grows, when it grows, and so on.

Evaluation. describes a thing or event and explains its importance, value, and / or relevance. did you like this thing? Why?

Narrative. tells a story in a sequence of events. there should be some point, lesson, or idea gleaned from this narrative to make the essay meaningful.

Expository. the purpose of an expository essay is to present, completely and fairly, other people's views or to report about an event or a situation. expository writing, or exposition, presents a subject in detail, apart from criticism, argument, or development; i.e., the writer elucidates a subject by analyzing it. the writer must

present the evaluation of the issue and the conclusion based on the findings. Very close to expository is Research essay.

Советы по написанию эссе

- не используйте личные местоимения I, we, you. Замените их на people, (companies, cities), they;

- сделайте ваше сочинение связным: помимо клише, в каждом абзаце должны присутствовать ключевые слова – основа выбранной темы;

- наиболее часто в эссе используются глаголы в present Simple (регулярное, постоянное, повторяющееся действие) и в present continuous (временное действие, меняющаяся ситуация);

- говоря о группах, используйте клише: most people (companies, cities), nearly everyone, many, almost all, some, few, not many;

- запомните, что в сложных предложениях в английском языке перед союзами and, but, so, or ставится запятая, при этом в сложносочинённом предложении перед словами because, whereas, when, (al) though запятая не ставится; однако, если эти слова стоят в начале предложения, т.е. придаточное стоит на первом месте, то запятая ставится:

I'll inform you when the new version with this feature is ready. - Я проинформирую вас, когда новая версия с этими функциями будет готова.

Although we had reviewed the film twice before, we never noticed these details about the shooting. - Хотя мы пересматривали этот фильм два раза, мы никогда не замечали эти детали съёмки.

The strategies of writing an essay

Стратегии написания эссе (алгоритм)

1. analyze the title.
2. collect all the ideas you have (brainstorm your ideas).
3. draw a diagram to show which ideas and evidence to use.
4. Write your plan.
5. Write your first draft.
6. ask for feedback on your first draft.
7. Write your final draft.

Translate the essay

Ideal housepets "A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. Despite what dog lovers may believe, cats make excellent housepets as they are good companions, they are civilized members of the household, and they are easy to care for. In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will

snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch! In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also do not often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed. Lastly, one of the most attractive features of cats as housepets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return. Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

WRITING A THESIS

Before you read Text "Thesis", discuss these questions with your group mates or teacher.

1. What is a thesis?
2. What is the most important part of a thesis?
3. Does a thesis require approval?
4. What is the purpose of the review chapter?

Read and translate the Text.

Thesis

Thesis (dissertation) is a monograph, i.e. a self-contained piece of work written solely by the Master's degree student and no-one else. It sets out a certain problem that the candidate has worked on, possibly within a larger team, under guidance of one or more academic advisors. It motivates and defines the problem, reviews existing approaches to the problem, identifies through critical analysis a clear gap for a possible novel academic contribution, and spells out a so-called hypothesis, which is a proposed explanation for the problem or a proposed solution to the problem. The thesis also explains in sufficient detail, and justifies the work undertaken to decide on the hypothesis (or hypotheses as the case may be). This work typically involves a combination of further literature studies, theoretical analysis, experimental design, data collection, carrying out the experiments, data analysis, and drawing conclusions. A good thesis also delineates the limitation of the work done or the conclusions drawn and outlines possible future research directions.

The format of a thesis is not very different from any other formal research dissertation or study paper. However, a thesis requires much more research and evaluation on the topic.

To start a thesis, you will need to submit a written proposal in to your advisor. The length of this proposal will vary, and is dependent upon your advisor's specifications and the topic that the paper is written on. The body of the proposal contains certain elements that must be included.

The most important part of your thesis proposal is coming up with a hypothesis for your research questions. This is where your successful for your research study will begin. In most cases this requires the researcher to do background work ahead of time in order to choose a direction for which his or her thesis should go, as well as the research will need to be done to prove his or her point.

The second stage of the process is actually beginning your thesis. This requires approval of your proposal first. The first chapter will be the basic introduction to your subject, including the reasons why you decided on this topic for your research. The introduce on also takes a look at other work that a researcher has done that is pertinent to the thesis, and what new achievements he or she is trying to do through the study.

The second chapter looks at the literature that deals with the same subject matter. Keep in mind that the literature should only be high quality, and include items such as journals and books. While the review chapter does not directly relate to the thesis work-itself shows the reader what the researcher was thinking when he or she began working on the research topic.

The third chapter looks at the research question with a detailed discussion of the thesis statement. It will also include the information like the statement of the

problem, and the hypothesis and predictions. It summarizes what the researcher is trying to accomplish through the course of the study.

The fourth chapter of your thesis takes a look at your research and the method that you used when coming up with the data. This chapter can be very different from one thesis to another, as it will depend on what method the research used, including comparative analysis, scientific technique, regression analysis and more. This chapter also includes information such as the variables that used, as well as why you used them and the theories you had behind choosing them.

The fifth chapter looks at the study that has been done so far and what results were obtained during this study. It also looks at what methodology was applied during the study.

The sixth chapter looks at the results in greater detail. It will also evaluate the results against the previous information already known or what the researcher has discovered. The limitations of the study are also discussed in this chapter, which includes the factors that the study did not look at or incorporate. It can also include the information about the research that the author discovered that was not related to the original thesis and hypothesis because it was not addressed with the original specifications of the variables.

The seventh chapter is the critical analysis. This includes the information that was discovered during the research, as well as the areas of the study that may be open to further research in the future.

The final chapter sums up the results of the research and allows the author to give his or her interpretations and thoughts on the study itself.

Writing your thesis is not the end of the study. You will also be required to put together a defense of your research, which entails being able to verify all of the information that is included in your thesis. To do this, you will be put in front of a panel of experts who will question your research. Therefore, you need to make sure that your evidence is accurate, proves what it needs to, is relevant to the issue, can be easily understood, and that it is convincing enough that the readers will believe what you have to say.

3. Complete the following sentences with details from the text.

1. The thesis sets out _____.
2. You will need _____ to begin a thesis.
3. The introduction chapter studies _____.
4. The methodology you applied is discussed in _____.
5. The critical analysis chapter includes the information _____.

4. Locate the following details in the Text. Give the line numbers.

1. In which lines does the author explain what dissertation writing involves?

2. Where in the Text does the author mention the statement of the problem in the dissertation?

3. At what point in the Text does the author discuss the research methods to be used in a dissertation?

4. Where in the Text does the author explain what scientific evidence is characteristic of?

5. *Underline the detail that is NOT mentioned in the Text in each of the sentences below.*

1. A dissertation motivates and defines the problem that the candidate has worked on independently, defines the hypothesis, and outlines future research directions.

2. The chapter studying the thesis statement includes the hypothesis, predictions, and literature review.

3. The factors that the study did not incorporate and the results obtained are discussed in the sixth chapter.

6. *Answer the following detail questions.*

1. According to the Text, a hypothesis is

- a) a possible academic contribution.
- b) a proposed solution to the problem.
- c) a theoretical analysis.

2. According to the Text, the length of a written proposal depends on

- a) the number of certain elements to be included.
- b) the topic specifications.
- c) your advisor's recommendations.

3. According to the Text, what does the first chapter look at?

- a) the reasons for choosing a particular topic for the research
- b) the achievements the candidate has done
- c) the details of the research

4. According to the Text, the second chapter relates to

- a) the thesis work itself.
- b) the information discovered during the research.
- c) the researcher's ideas at the initial stage of the research.

5. According to the Text, what does the eighth chapter include?

- a) the research methods applied
- b) the research summary
- c) the critical analysis

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

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