

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ АЭРОКОСМИЧЕСКИЙ
УНИВЕРСИТЕТ имени академика С. П. КОРОЛЕВА
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ЧИТАЕМ ЛЕКЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Данное учебное пособие является методическим сопровождением многоуровневого курса повышения квалификации «Читаем лекции на английском языке». Курс адресован преподавателям специальных дисциплин, которые планируют читать лекции или выступать на профессиональных конференциях на английском языке. В задачи курса входит развитие языковых навыков и навыков презентационной деятельности на английском языке.

Пособие разработано на кафедре иностранных языков.

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PREFACE

This textbook is intended for university teachers who plan to deliver lectures in the field of their specialism or to participate in professional conferences with public presentations in English. The book is specially designed for the course of teachers' professional development in Samara State Aerospace University. The materials were piloted and won the course participants' approval.

The professional development course "Giving Lectures in English" requires at least B1 level of proficiency in English according to the Common European Framework of Reference¹. Participants are supposed to have knowledge of basic grammar structures and lexis of high frequency as well as English equivalents to terminology in their fields of study. The participants' specialisms do not matter as the course is not aimed at teaching content in any particular sphere; rather can it be considered as teaching English for academic purposes.


The main goal of the course is developing public speaking skills in English. A special emphasis is placed on structuring an English text, effective rhetoric techniques, and expanding academic vocabulary and functional language. According to the syllabus, the participants of the course are exposed to effective reading, writing, and speaking strategies. Socio-cultural aspects of communication are also in the highlight. Grammar is tackled in the way that helps the participants get rid of their typical mistakes and improve the usage of structures that are frequently used in the academic context.


The learning outcomes of the course are (1) a *PowerPoint* presentation of a mini-lecture; (2) Glossary of specialty terms, defined with the help of different definition techniques; (3) written documents such as a business card, biodata, a CV, and an abstract. The assessment tool used in the course is Participant's Portfolio, which helps learners not only monitor their progress, but also keep their Portfolio entries as document templates for further use.


The allotted time is 72 contact academic hours; the course also requires individual preparation and exploring internet resources and online instruments to make the process of learning more effective. The course is also supported by a specially designed web site.


The textbook consists of five units, each focused on a separate issue. There are various activities in the book fostering all the four language skills. All the activities are named and numbered. The textbook also comprises several appendices to assist the participants with functional English and linking words. There is also a supplement with a number of exercises to improve delivery skills. The bibliography list provided at the end contains both materials used in the course and sources that can be used for further reference.

Certain symbols are used throughout the book, such as

 symbolizing the unit start with its focus and materials

 indicating a Portfolio entry

 showing that an explanation will follow in the section "What's this?"

 marking useful phrases to practice and remember.

¹ http://www.cambridgeenglishteacher.org/what_is_this

The course is run as an interactive one with group, pair, and team work. The methodological principle it is based on is reflective practice. Such techniques as role plays, simulations, peer correction, self-evaluation, and peer assessment are employed.

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ВВЕДЕНИЕ

Данное пособие является методическим сопровождением курса повышения квалификации «*Читаем лекции на английском языке*», который предлагается в рамках одного из перспективных направлений развития Самарского государственного аэрокосмического университета – расширение международных контактов и предоставление образовательных услуг иностранным студентам.

В связи с реализацией соглашений Болонского процесса перед российскими вузами поставлены задачи: обеспечить мобильность студентов и профессорско-преподавательского состава, сделать образование в России привлекательным для иностранных студентов. Развитие данного направления может не только способствовать более активному участию профессоров университета в международных научных конференциях, но и откроет путь к совместным проектам с зарубежными партнерами, программам международного обмена профессорско-преподавательского состава, что, безусловно, поднимет статус университета как ведущего вуза мирового класса.

Расширение тематики курсов повышения квалификации по иностранным языкам, межкультурной коммуникации, инновационным технологиям в области преподавания иностранного языка поможет решить задачу подготовки специалистов, способных конкурировать на международном рынке труда. Это позволит обновить учебные материалы и перевести их на электронные носители, увеличить количество международных проектов и сделать публикации на английском языке доступными большему числу ученых университета.

Данный курс адресован преподавателям специальных дисциплин, которые планируют читать лекции или выступать на профессиональных конференциях на английском языке.

Целью курса является помощь преподавателям в составлении лекций на английском языке и их апробирование. В задачи курса входит развитие языковых навыков и навыков презентационной деятельности на английском языке.

По окончании курса слушатель должен

знать:

- алгоритм составления лекции / выступления на английском языке;
- функциональный язык академического общения;
- приемы взаимодействия с аудиторией на английском языке;

уметь:

- работать со словарями;
- составлять документы на английском языке (визитную карточку, резюме, биографическую справку, аннотацию статьи / выступления, слайды, глоссарий по специальности);
- провести фрагмент лекции / семинара;
- отвечать и задавать вопросы;
- анализировать выступление и давать обратную связь;

- планировать дальнейшее совершенствование своих навыков владения языком.

Курс проводится на английском языке и рассчитан на 72 аудиторных часа. Занятия носят практически-ориентированный, коммуникативный характер и построены на активном участии слушателей, индивидуальной и командной работе. В основу занятий положены принципы рефлексии, критического осмысления и интерактивности.

Итоговым контролем является представление учебного портфолио и презентация фрагмента лекции.



Для освоения данного курса необходимым условием является владение английским языком на уровне *B2* по Европейской системе уровней владения иностранным языком. Слушатели зачисляются на курс на основе тестирования.

СОДЕРЖАНИЕ КУРСА

Тематика курса может варьироваться в зависимости от потребностей слушателей. В основную программу курса включены такие темы, как:

1. Эффективные стратегии чтения, необходимые для работы с англоязычными ресурсами.
2. Стратегии письменной речи на английском языке и составление документов, сопровождающих презентационную деятельность преподавателя.
3. Развитие грамматических и лексических навыков.
4. Потенциал текста и приемы работы с ним.
5. Основы английской риторики.
6. Алгоритм подготовки лекции на английском языке.
7. Составление глоссария по специальности и способы его предъявления.
8. Работа с наглядными пособиями, язык описания графиков и диаграмм.
9. Интерактивное взаимодействие на уроке и функциональный язык преподавателя.
10. Презентация мини-лекции и анализ публичного выступления.

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| Unit 2. My Research Area P 18 | conducting research achievements | Phrases for Biodata Q&A Techniques Action Verbs for CV | biodata CV collection of sites |
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Unit 1. Glad to Meet You

*To effectively communicate,
we must realize that we are all different in the way we perceive the world
and use this understanding as a guide to our communication with others.*
Tony Robbins

Unit Focus:

teaching / learning principles, self-introduction, introduction of a guest, personal details, contact information, interests and hobbies, dictionary skills, email etiquette

Academic Vocabulary (AE)*: Units 1, 2, 3, 4

Functional English: greetings, agreement / disagreement, classroom English, telephoning

Portfolio: business card

NOTE: * McCarthy, M. & O'Dell, F. (2008) *Academic Vocabulary in Use*. CUP.

① **Let's Get Acquainted**

1.1. Write five things you are good at or you like doing. Use the phrases in the box below.



Likes

to be good at Ving / n

to like Ving / n

to be fond of Ving / n

to be interested in Ving / n

to enjoy Ving / n

to be keen on Ving / n

1.2. Play an echo game. Change the first person into the third person. Example, I'm Svetlana. → She's Svetlana. I'm good at cooking. → She's good at cooking.

1.3. On a sheet of paper, make an outline of your hand. In the middle, write down your name; add five personal characteristics or achievements, and a professional credo.

1.4. Exchange the papers and introduce each other using the information provided.

② **Principles to Agree Upon**

2.1. Read the maxims below and say whether you agree or disagree with them. Use the phrases from the box. Keep them in your Portfolio.

- 1) Mistakes are good; they are a way to discoveries.
- 2) It doesn't hurt to ask.
- 3) There's a lot of knowledge in the class; let's share it.

Agreement / Disagreement

I agree completely.

Yes, I'm all for it.

I agree with it up to the point.

I'm afraid, I can't agree with you / it.

I don't think it's right, I'm afraid.

I see what you mean, but...

2.2. Add more rules of class behavior and discuss them.

2.3. Read the quotes about teaching and choose the one(s) that appeals most to you. Explain why.

1. The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. (Alvin Toffler)

2. The aim of education should be to teach us rather how to think than what to think - rather to improve our minds so as to enable us to think for ourselves than to load the memory with thoughts of other men. (Bill Beattie)

3. Education is a progressive discovery of our own ignorance. (Will Durant)

4. Education is not the filling of a pail, but the lighting of a fire. (William Butler Yeats)

5. Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it. (Samuel Johnson)

6. If your actions inspire others to dream more, learn more, do more and become more, you are a leader. (John Quincy Adams)

7. Good teaching is one-fourth preparation and three-thirds theater. (Gail Godwin)

2.4. Read the phrases that can be helpful in the class interaction. Use them when appropriate.

Classroom English*

- | | |
|--|---|
| • Could you spell it, please? | • Will you translate it, please? |
| • Could you repeat this phrase again, please? I'd like to write it down. | • Shall I read it aloud? |
| • Could you say that again, please? | • Shall we answer the questions in turn? |
| • Can I ask you a question, please? | • Should I do it orally or in written form? |
| • What's the English for ...? | |

*NOTE: See more phrases in Appendix 1.

③ Dictionary Work

3.1. Go to the following online dictionaries and explore what information is provided.

<http://dictionary.cambridge.org/>

<http://www.macmillandictionary.com/>

<http://www.ldoceonline.com/>

1) How are the following words translated:

- | | |
|----------------------|-------------------|
| • noun (n) | • countable (c) |
| • verb (v) | • uncountable (u) |
| • adverb (adv) | • plural (pl) |
| • adjective (adj) | • pronoun |
| • preposition (prep) | • singular (sing) |
| • pronunciation | • collocation? |

2) Why are some phrases colored?

3) What do the stars mean?

4) How can you find a synonym?

3.2. Read the dictionary entries and answer the following questions:

- 1) Is “lecture” a noun or a verb?
- 2) What is plural of “research”?
- 3) What prepositions are used with “research” and “lecture”?
- 4) What phrases are often used with “science”?
- 5) What nouns denoting a person are made from “lecture” and “science”?
- 6) What verbs are used with “research”?

Cambridge International Dictionary of English

A-Z

lecture

lecture /'lektʃə, -tʃə/ *noun* [C]
 a formal talk on a serious or specialist subject given to a group of people, esp. students
Chemistry lectures were always boring to me.
The institute provides lectures on such matters as food photography and landscape gardening.
 Compare **seminar**.
Related words
 A lecture is also a serious talk to advise or criticize someone.
She gave me a lecture on the importance of being tidy and well-organized.
Related words

lecture /'lektʃə, -tʃə/ *verb*
She lectures in science. [I]
He lectured me on twentieth century poetry when I was a student. [T]
I can't see you now, I'm lecturing at ten. [I]
He lectured me on the need to keep clear records. [T]
Related words

lecturer /'lektʃərə, -tʃərə/ *noun* [C]
The history department has five lecturers (= specialist teachers) and one professor.
The gardening club only pays its lecturers their travelling expenses.
Related words

lectureship /'lektʃəʃɪp, -tʃə-/ *noun* [C]
She has a lectureship (= the job of a college lecturer) in economics at Durham University.

http://www.macmillandictionary.com/dictionary/british/research

definition of **research** ★★★ Show Let

NOUN [UNCOUNTABLE] **Pronunciation** /rɪ'sɜːtʃ/ **Pronunciation** *What are red/w/ Using the theses*

See also
 • **Get It Right!**

Related dictionary definitions
 research VERB
 market research NOUN
 research and development NOUN

the detailed study of something in order to discover new facts, especially in a university or scientific institution
Recent research shows that babies in the womb can be influenced by music.
She teaches a lot of classes and doesn't have much time for her own research.
medical/historical/linguistic research
research into: *research into the causes of schizophrenia*
research on: *There is clearly a need for further research on this topic.*
carry out research: *Government scientists have carried out extensive research into the effects of these drugs.*
 Synonyms or related words for this meaning of **research:** [more](#)

a. [ONLY BEFORE NOUN] relating to or involved in research
a research project/programme
a research team/student
 Synonyms or related words for this meaning of **research:** [more](#)

Collocations: research ▾
 • carry out, conduct, do, pursue, undertake

science - Definition from Lo... x

http://www.ldoceonline.com/dictionary/science

science *noun* **W I S I**

NEW! See related topics: → **HARD SCIENCE** → **EDUCATION**

sci-ence

- 1 [uncountable] knowledge about the world, especially based on examining, testing, and proving facts:
Many leading scientists do not consider that science can give absolutely reliable knowledge.
the founder of modern science, Isaac Newton
developments in science and technology
- 2 [uncountable] the study of science:
What did you do in science class today?
- 3 [countable] a particular part of science, for example **BIOLOGY**, **CHEMISTRY**, or **PHYSICS**:
the physical sciences
- 4 **something is not an exact science** used to say that something involves a lot of guessing and there is not just one right way to do it:
Advertising is not an exact science - you're always taking a risk.

□ **DOMESTIC SCIENCE**, **INFORMATION SCIENCE**, **NATURAL SCIENCE**, **PHYSICAL SCIENCE**, **SOCIAL SCIENCE** ; □ **blind somebody with science** at **BLIND**² (4) ; □ **something is not rocket science** at **ROCKET SCIENCE**

3.3. In the dictionary you like, find the following words: “idea, paper, publication, argument” and write out the verbs that can be used with them, prepositions, and adjectives. Notice whether the words are countable or uncountable.

3.4. Use <http://translate.google.com/#> to translate the name of your department, positions, and institutions you work for. Make notes. Are you satisfied with the translations offered?

④ Saying “Hello”

4.1. Mark the following phrases as formal (F) and informal (I). Choose those you’d like to keep in your Portfolio.

- | | |
|---|---|
| 1. Hello, I’m Anna. What’s your name? ____ | A. Fine, thanks. How’re you getting on? |
| 2. How do you do. My name is Dr. Petrov. ____ | B. Nice to meet you. I’m Vladimir. ____ |
| 3. How’re things? ____ | C. Nothing much. ____ |
| 4. I haven’t seen you for ages. How’ve you been? ____ | D. I’m fine, thank you. And how are you? ____ |
| 5. What’s new? ____ | E. Not bad, thank you. And you? ____ |
| 6. How are you? ____ | F. Yeah, it’s been quite a while. ____ |
| 7. Long time no see. ____ | G. How do you do. I am Prof. Brown. ____ |

4.2. Match the phrases so that they make up a conversation.

4.3. Practice the dialogs in pairs.

⑤ Business Card

5.1. Study the business cards the teacher has given you and say what information is provided. Make sure you understand the titles and positions.

5.2. Role-play a conversation between two members of a conference who see each other for the first time. Use the information on the card and pretend being this person. The phrases from Exercise 4.1. can be useful.

5.3. Fill in the missing information about yourself in the business card below. Tip: The phrases in the box on the right can be useful.

| | |
|--|--|
| Samara State Aerospace University _____Department | <ul style="list-style-type: none">• lecturer /instructor• senior lecturer• associate professor• professor• chair• department head• deputy dean• dean• provost• researcher• B.A., B.Sc.• M.A., M.Sc.• Ph.D. |
| name, surname ----- degree, position | |
| Address: 34 Moskovskoye Shosse, building 15, of.119, Samara 443086, Russia tel.: +7846 _____(of.) fax: _____ web: _____ email: _____ | |

5.4. Guess what the following abbreviations stand for:

Ph.D., B.A., M.Sc., Prof., of., Rd, St, Dr., Ms. *If necessary, use a dictionary.*

⑥ Introduction

6.1. Imagine that you are about to start your talk at a conference. Introduce yourself.

Example: Hello. Let me introduce myself. My name's Vladimir Ivanov. I'm an Associate Professor at Samara State Aerospace University, Russia. I'm very glad to be here.

6.2. Practice the following dialogs.

A: I'd like you to meet my friend, Tom.

B: Nice to meet you. My name is Anna.

A: Let me introduce Prof. White to you.

B: Glad to meet you, Prof. White.

A: This is Frank.

B: Hi Frank. Nice to meet you. I'm Nick.

A: I am happy to introduce our guest to you. His name is Oliver McDonald. He is a professor from Oxford.

B: Thank you. It's a pleasure to be here.

6.3. Introduce your colleague to the audience. Use the phrases from Exercise 6.2.

Example: I'd like to welcome Dr. George Maxwell, from our partner university in Stuttgart. Some of you met him last year at our Summer school. He's the team leader of our joint educational project. Great that you're here again, George.

⑦ Role-Play “Conference Registration”

7.1. Think of all possible questions to find out about:

- name
- country the person is from
- position /occupation
- area of interest
- time and date of the conference
- telephone number
- address.

Write the questions down.

7.2. In order to sound polite, what phrases should you use

- to open a conversation?
- to thank a person?
- to finish the conversation?

If necessary, consult Appendix 2.

7.3. Role-play a talk between a conference participant and a member of the organizing committee. Use the information given on the cards provided by the teacher.

⑧ Vocabulary Practice

8.1. Read the entries from a collocations dictionary and highlight the phrases you've written out in Exercise 3.3. Make sure you know them.

Lecture (n)

Adj.: fascinating, interesting, boring, illustrated, formal, public, popular, plenary ~

V.: deliver, give, present, go to, attend, listen to, miss, skip, prepare, write ~

Prep.: at the ~, during the ~, in the ~

Phrases: a lecture entitled sth, a lecture on the subject of sth

Idea (n)

Adj.: bright, brilliant, good, great, excellent, creative, innovative; absurd, bad ~

V.: have, come up with, get, contribute, welcome, consider, generate, discuss, explore, talk about, exchange, share, apply, implement, ~

Prep.: ~ about, of, for

Phrases: be open to ideas, have other ideas, It might be an idea to ...

Research (n)

Adj.: basic, original, further, academic, scientific, detailed, in-depth ~

V.: carry out, conduct, do, undertake ~

~ *V.:* ~demonstrate sth, indicate sth, prove sth, reveal sth, show sth

~ *N:* results, project, work, methods, findings

Prep.: ~ in, into, on

Phrases: be based on research, an area of research

Publication (n)

Adj.: new, recent, forthcoming, leading, major, official, specialist, academic, scientific ~

~ + *N.:* publication list, publication date

Prep.: about, on

~ + *V.:* be due, be scheduled

Paper (n)

Adj.: research, scientific, draft ~

V.: + ~ deliver, prepare, produce, write, issue, publish, submit ~

~ + *V.:* consider sth, deal with sth, look at sth, focus on sth, argue sth, propose sth, demonstrate sth, describe sth, outline sth, present sth, be entitled, be called

Prep.: in a/the ~

Argument (n) = reason supporting opinion

Adj.: basic, general, main, major, good, powerful, strong, persuasive, weak ~

V.: ~ offer, present, put forward, develop, support, illustrate, accept, agree with, reject

~ *V.:* be based on sth, go, run, apply for sth, justify sth

Prep.: ~ against, concerning, for

Phrases: all/both sides of the argument, a line of argument

Source: *LTP Dictionary of Selected Collocations* (1997)

8.2. Work in pairs. Ask each other to translate 5-7 phrases from Exercise 8.1 from Russian into English.

8.3. Look through the sentences below and decide what word from the box is missing in each set. What helped you decide? Read the sentences aloud and translate them / say what the words mean in each sentence. **Tip:** You may need to change the grammar form.

1. I don't understand the details but I've got a rough _____ of what you want.

The whole _____ of advertising is to make people buy things.

She's full of bright _____, but they never come to anything.

2. The institute provides _____ on such matters as food photography and landscape gardening.

She _____ in science.

She gave me a _____ on the importance of being tidy and well-organized.

3. Now that we've heard all the _____ for and against the proposal, shall we vote on it?

I don't think that's a very convincing _____.

The central _____ of the book is that some of the plays supposedly written by Shakespeare were actually written by someone else.

4. They are pursuing some fascinating _____ into the language of dolphins.

The _____ and development department investigated ways of improving engine performance.

The article in the newspaper was well-_____.

5. The photo was on the front page of all the _____.

Candidates must answer two questions from each _____.

He's giving a _____ on thermodynamics at a conference at Manchester University.

Several candidates looked good on _____ but failed the interview.

6. The brochure will be ready for _____ in September.

When is the _____ date?

Will you arrange the _____ of the names of the winners?

idea

paper

argument

lecture

research

publication

9 Telephoning

9.1. Read the phrases and mark those you don't know.

■ Telephoning

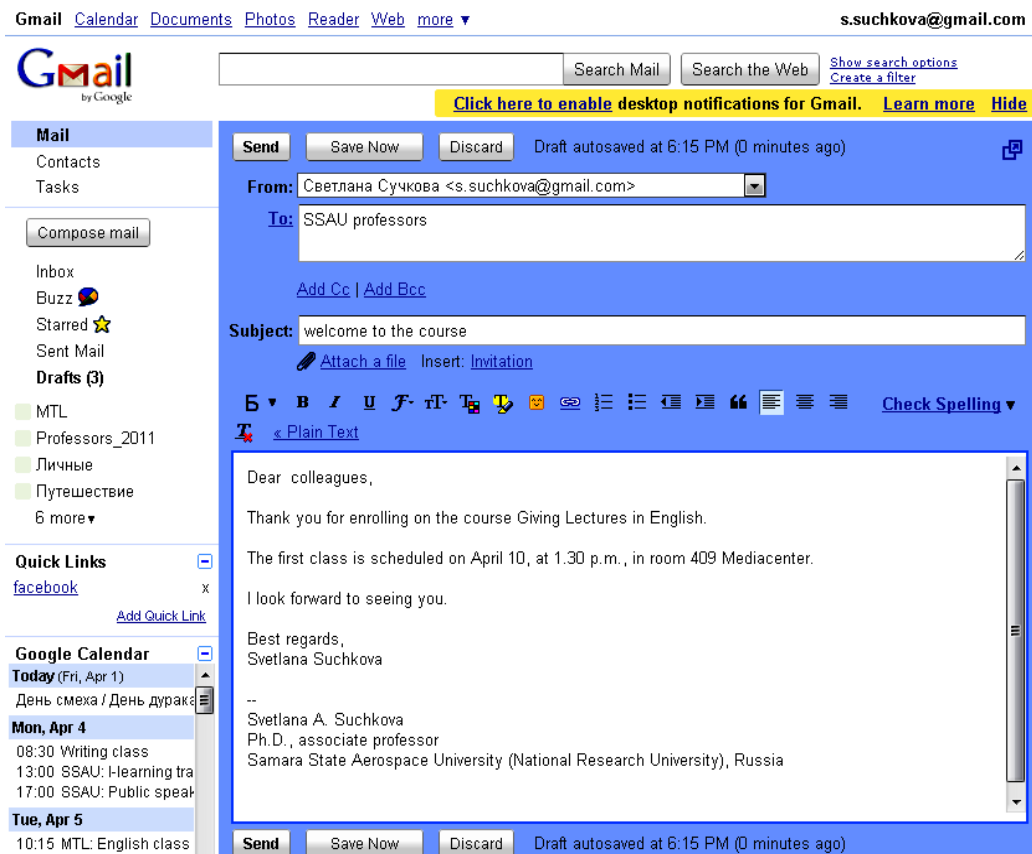
- to make a long distance / local call to...
- the country / international / area code
- a telephone directory
- to leave / take a message
- to get through
- to be on another line
- Could I speak to...
- Shall I call you later?
- You must have the wrong number.
- I can't hear you very well. Why don't you hang up and dial again?
- Can I call you back, please?
- If you need further assistance, please, stay on the line.

9.2. Do exercises from Unit 54 Telephones p 114 – 115 (Gough, Chris (2002) English Vocabulary Organizer: 100 topics for self-study. Thompson.

10 Email Etiquette

10.1. Look at the following print screen. Find the English equivalents for

- входящие
- отправленные
- написать письмо
- отправить
- приложение
- тема
- черновики
- отменить



10.2. Read the following tips on writing emails and put a check (✓) next to the rules you *always* follow.

While writing an email, one should follow certain rules that will help the email look professional. The etiquette rules may slightly differ according to the nature of business and corporate culture. However, certain rules can help write an effective email no matter what company it is. They are:

1. Avoid personal or private material.
2. Always write a meaningful subject.
3. Never send emails containing only attachments.
4. Give attachments clear titles.
5. Make your message concise and to the point.

6. Do not write long sentences.
7. Do not write in CAPITALS.
8. Use short paragraph and lots of white space.
9. Take care with abbreviations and emoticons.
10. Use culturally appropriate structure, format, and layout.
11. Distinguish between formal and informal situation.
12. Identify yourself clearly.
13. Do not overuse the high priority option.
14. Use care when emailing a group.
15. Check the text and attachments before sending.
16. Fill in TO – last.
17. Answer emails promptly.

For more information go to <http://jerz.setonhill.edu/writing/e-text/e-mail.htm> and <http://www.emailreplies.com/>. A carefully worded email that gets to the point is an effective tool of communication.

10.3. *Read an informal email. Next to it, there is a more formal one, containing the same information. Fill in the gaps, using the words from the box. Compare the emails. How different are they?*

Hi Dave,

I need some info. Please send your report on the conference participants from your department.

Going to the Association meeting tomorrow?

Thanks,
Alex

grateful need held look forward wonder

Dear Dave,

I _____₁_____ if you could send me some information that I _____₂_____ .

I would be very _____₃_____ if I could have your report on the conference participants from your department.

Are you going to participate in the Association meeting that is _____₄_____ tomorrow?

Thank you very much. I _____₅_____ to hearing from you soon.

Best regards,
Alex

11 Improvement Needed

11.1. *Read the emails and make corrections. Make general conclusions on how to begin and finish an email.*

Tip: *There are no grammar mistakes in the emails. Pay attention to punctuation marks, cultural conventions, and structure of the emails.*

| | |
|--|---|
| 1. Dear Svetlana!! Send me the links to the sites, please. Ivanova Anna. | 2. Hi, here is my home task. Best, Anna |
| 3. Attached is the home task. | 4. Best regards, Dmitry |

11.2. Write an email to your teacher with a request to recommend you some useful internet resources.

12 Academic Vocabulary

12.1. Do the exercises from Units 1-4 (AE).

12.2. Translate the following phrases into Russian. Make up your own sentences with them.

- 1) underline the importance of
- 2) have no solid evidence
- 3) generate a great deal of debate among researchers
- 4) attempt to explain
- 5) little research exists
- 6) primarily concerned with the problem
- 7) an article on the subject of
- 8) beyond the scope of this research
- 9) research focuses on
- 10) the data presented in
- 11) as can be seen from Table 1
- 12) the aim of the research is
- 13) not relevant to the topic
- 14) an appropriate method to the study
- 15) obtain accurate results

Unit 2. My Research Area

*If you have knowledge,
let others light their candles in it.*
Margaret Fuller

✈ **Unit Focus:**

conducting research, jobs, achievements

Academic Vocabulary (AE): Units 6, 33, 35, 41

Writing: Biodata, CV

Functional English: phrases for biodata, Q&A techniques, action verbs for CV

Portfolio: biodata, CV, collection of sites

① **Dictionary Work**

1.1. Use a dictionary to work on English equivalents for Russian positions, job titles, institutions, or companies you may need to speak about your job and research. Translate the area of your research, specialization, thesis title, etc. into English.

1.2. In a dictionary, find synonyms to the words “teacher” and “research”. Learn the differences in their meanings.

② **Biodata**

① **What’s this?**

Biodata is a short professional biography (usu. not more than 60 words) which is often required from presenters at international conferences. The text includes information on education, degrees, current position, areas of professional interest, publications, etc. It is written in the third person singular.

2.1. Read the samples below and state what information is provided. Underline the phrases that you can use in your biodata. Notice the usage of tense forms and punctuation marks.

Ronald Carter is Professor of Modern English Language at the University of Nottingham. He has written and edited more than 50 books and has published over 100 academic papers in the field of applied linguistics and education. He has taught in over thirty countries worldwide. Recent books include: *Cambridge Grammar of English: A Comprehensive Guide to Spoken and Written Grammar and Usage* (with Michael McCarthy) published in 2006. Professor Carter is a fellow of the British Academy for Social Sciences and is currently Chair of the British Association for Applied Linguistics.

Gunther Kress has served as Dean of Communication and Cultural Studies (South Australian College of Advanced Education), Dean of the Faculty of Humanities and Social Studies (New South Wales Institute of Technology, Sydney), and Assistant Vice-Chancellor (University of Technology, Sydney). Currently he is Head of Culture, Communications & Societies, London Institute of Education, University of London. Dr. Kress is the author of over twenty-one books and numerous articles. His books have been translated to both Spanish and Italian. Among his best known works are *Social Semiotics*, Polity Press/Cornell University Press, 1988 (with Robert Hodge), *Reading Images: A Grammar of Visual Design*, Routledge,

1996. (with Theo van Leeuwen), and most recently *Before Writing: Rethinking Paths into Literacy*, Routledge, 1996. Professor Kress has concentrated his efforts on the question of post-modern literacy. He is especially concerned with the way children make meaning in the media environment today.

Chan Kyoo Min is Professor at the Department of English Education in Korean National University of Education. He earned his master's degree with a double major in TEFL and Linguistics and his Ph.D. in English Applied Linguistics at Ball State University. His research interests include English teacher education, curriculum development, and teaching writing. He is a co-author of English textbooks for elementary and secondary students, and teacher resource books. He has also published a number of articles on English teacher training, teaching strategies for writing, and application strategies of level-differentiated curriculum in the Korean EFL environment. Currently he is Secretary General of Asia TEFL.

Source: AsiaTEFL International Conference 2007, Kuala Lumpur, Malaysia. *Empowering Asia: New Paradigms in English Language Education*, pp53, 54, 57.

2.2. Write your biodata to send to conference organizers. Use the phrases you have collected and those from the table below.

Phrases for Biodata

- X holds a Ph.D. / Dr.Sc. degree from ... (university)
- X is a well-known researcher on issues relating to ...
- X has written a number of articles covering a significant issue in ...
- X has taught and conducted research in the areas of ...
- X has researched and published widely on ...
- X is known for his/her wide experience in ...
- X is/was in charge of research projects on ...
- in his/her capacity as head of ...X ...

③ Vocabulary Practice

3.1. Choose a suitable word from suggested in parentheses.

1. (*Scientists / academics / researchers*) discovered the atomic nucleus in 1909.
2. She worked for three years as a (*scientist / researcher / professor*) for her local MP.
3. The government has set up a committee of industrialists and (*professors / teachers / academics*) to advise it.
4. The police said there would be a thorough (*research / examination / investigation*) of the incident.
5. Market (*research / investigation / study*) is the collection and examination of information about things that people buy and their feelings about things that they have bought.
6. A (*professor / scientist / educationalist*) is a person who has a special knowledge of the principles and methods of teaching.
7. A (*lecturer / professor / scientist*) is a specialist teacher in a college.

8. A (*educator / professor / lecturer*) is a teacher of high rank in a university or college.
9. A (*researcher / educator / scientist*) is a person whose job is to teach people a practical skill.

3.2. Do the exercises from Unit 6 and revise Units 3, 4 (AE).

3.3. Make up 10 sentences with the vocabulary from the units which can help you talk about your research.

3.4. Match the Russian phrases on the left with their English equivalents on the right. Complete the sentences.

| | |
|---|--|
| 1. Основная идея N может быть сформулирована | A) contemporary theories -have had significant consequences for - influence on |
| 2. Предпринимались многочисленные попытки для объяснения | B) however, the problem requires closer examination |
| 3. Суть подхода N состоит в | C) -N's theory - N's approach is based on |
| 4. Современные теории существенно повлияли на | D) there is a great variety of means treating X |
| 5. Современные исследования представляют собой | E) N's key idea could be -formulated as -stated as |
| 6. Однако проблема X требует дальнейшего рассмотрения | F) the data obtained have been -carefully tested -thoroughly examined |
| 7. Существуют различные подходы к изучению X | G) numerous attempts have been made to provide a sound explanation for |
| 8. такая методика позволяет | H) the emphasis in the -work -experiment -paper has been placed on |
| 9. Полученные данные тщательно проверены | I) recent investigations -are -deal with |
| 10. Акцент в работе сделан на | J) the issues raised are of great interest to those who are engaged in |
| 11. Поставленные вопросы представляют значительный интерес для тех, кто | K) -this practice -this approach allows decisions on |

Based on Кузьменкова Ю.Б. *Academic Project Presentations*. Москва: Макс пресс, 2009.

④ Reading: Research Steps

4.1. Read the text and put the sentences in the logical order. Two have been done for you. Compare the results with your partner. What helped you sequence the sentences?

How to Approach Research Conducting

For a young researcher, guidance of how to structure academic assignments is important. Below are some tips to assist a beginner in carrying out research.

- A. Once you have identified the research topic and discussed it with your supervisor, you start collecting materials.
 - B. Now you are prepared to present the research to public.
 - C. First, you explore what has been written in the field.
 - D. It illustrates and puts emphasis on the main points of your theory.
 - E. When you have learned about current theories, you put forward a plan of your investigation.
 - F. You also have to consider the advantages and disadvantages of different methods and decide on the ones you are going to apply.
 - G. In order to prove that the data are reliable, you go through your calculations carefully and go back over the results.
 - H. After that, you set up a series of experiments to test out your hypothesis.
 - I. During the experiments, you analyze the data, examine the facts that support or challenge your statement.
 - J. You may want to provide statistical evidence in a graphic form.
 - K. Now that you have completed your research, you have to write it all up.
 - L. Then you have to give a description of the results you obtained to your supervisor.
 - M. Then, you write a critical review of investigations you read about.
 - N. S/he can point up interesting things in your data and discover some more useful ideas for further research.
1. **A** 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___ 9. ___ 10. ___ 11. ___ 12. ___
___ 13. ___ 14. **B** ___

4.2. Read the text below again and check the order of sentences.

1. Once you have ₁ (*identify, conduct*) the research topic and discussed it with your supervisor, you start collecting materials. First, you ₂ (*explain, explore*) what has been written in the field. Then, you ₃ (*write up, write*) a critical review of investigations you read about. When you have learned about ₄ (*modern, current*) theories, you ₅ (*put forward, point out*) a plan of your investigation. You also have to ₆ (*make up, consider*) the advantages and disadvantages of different methods and decide on the ones you are going to ₇ (*apply, set out*).

2. After that, you ₈ (*set out, set up*) a series of experiments to test out your hypothesis. During the experiments, you ₉ (*consider, analyze*) the data, examine the facts that support or challenge your statement. In order to ₁₁ (*prove, contradict*) that the data are reliable, you go through your calculations carefully and go back over the results.

3. You may want to ₁₂ (*revise, provide*) statistical evidence in a graphic form. It illustrates and ₁₃ (put emphasis, put forward) on the main points of your theory. Now that you have completed your research, you have to write it all up. Then you have to give a description of the results you obtained to your supervisor. S/he can ₁₄ (*point up, point out*) interesting things in your data and discover some more useful ideas for further research. Now you are prepared to ₁₅ (*carry out, present*) the research to public.

4.3. Choose the right word from parentheses and use it in the correct grammar form.

4.4. Put the numbered sentences into the Passive form.

4.5. Fill in the gaps using the words from the box. Check it against Exercise 4.1.

Once you have ¹ _____ the research topic and discussed it with your supervisor, you start collecting materials. First, you ² _____ what has been written in the field. Then, you write a critical ³ _____ of investigations you read about. When you have learned about ⁴ _____ theories, you ⁵ _____ a plan of your investigation. You also have to ⁶ _____ the advantages and disadvantages of different methods and decide on the ones you are going to ⁷ _____. After that, you ⁸ _____ a series of experiments to test out your hypothesis. During the experiments, you ⁹ _____ the data, ¹⁰ _____ the facts that support or challenge your statement. In order to prove that the data are ¹¹ _____, you go through your calculations carefully and go back over the results. You may want to ¹² _____ statistical evidence in a graphic form. It ¹³ _____ and puts emphasis on the main points of your theory. Now that you have ¹⁴ _____ your research, you have to write it all up. Then you have to give a ¹⁵ _____ of the results you obtained to your supervisor. S/he can point up interesting things in your ¹⁶ _____ and discover some more useful ideas for further research. Now you are prepared to ¹⁷ _____ the research to public.

| | | | |
|-------------|-----------|-------------|------------|
| explore | current | consider | identified |
| put forward | analyze | examine | set up |
| apply | provide | present | review |
| illustrates | completed | description | data |
| | | | reliable |

5 Academic Vocabulary

5.1. Do the exercises from Units 33, 35, 41 (AE).

5.2. Translate the following phrases into Russian. Make up your own sentences with them.

- 1) we aimed to define and evaluate a new approach to
- 2) our research questioned the notion of
- 3) build on existing research and offer new insights into
- 4) we carefully restricted our sample to
- 5) it contributes to the development of
- 6) we reached a conclusion about
- 7) take into account all the relevant aspects of the issue
- 8) many variables to take account of
- 9) a ground-breaking study
- 10) write a critical review of
- 11) employ mathematical techniques for summarizing data
- 12) experimental study under laboratory conditions

- 13) in the highly controlled setting
- 14) determine the relationship between
- 15) inaccuracies in the data

5.3. *Make the adjectives negative, using the prefixes below. One has been done for you.*

in- dis- mis- il- ir- un- im-

- | | | |
|----------------------|--------------------|----------------------|
| 1. <u>in</u> correct | 6. ___ significant | 11. ___ limited |
| 2. ___ accurate | 7. ___ regular | 12. ___ satisfactory |
| 3. ___ appropriate | 8. ___ understand | 13. ___ sufficient |
| 4. ___ logical | 9. ___ available | 14. ___ continue |
| 5. ___ effective | 10. ___ possible | 15. ___ complete |

⑥ Improvement Needed

Correct mistakes in the following sentences. Tip: The type of mistake is indicated in the parentheses.

1. I was in 1978-1984 studied in Kuibyshev Aviation Institute, specializing in aeronautics and aerodynamics. (*word-order, voice*)
2. With my participation was created six-component aerodynamic balance for subsonic tubes T-1. (*word-order*)
3. I am discussed it my supervisor. (*voice, preposition*)
4. We are explore what has been written on this topic. (*voice*)
5. I received an experimental findings were used in the design of reentry capsule *Foton*. (*article, word missing*)
6. The researches are shown, that resonance could be the cause of the accident Beagle 2 Lander. (*plural, voice, preposition, punctuation*)
7. One of the principal causes, resulting in abnormal behaviour the re-entry vehicle in the atmosphere, it is considered to be parametrical resonance. (*word-order, extra word, preposition*)

⑦ My Research

7.1. *Give a 3-minute talk about your research: introduce the topic, say a few words about the works and theories you reviewed, methods you applied, experiments you carried out, papers you published, and conferences you presented at. Use active vocabulary of the unit.*

7.2. *Start a collection of English-language online resources and specialized journals. Go to the library to get access to online catalogs. Share the resources in class.*

These sites might be useful:

http://en.wikipedia.org/wiki/Main_Page encyclopedia free

<http://www.loc.gov/> the library of the US Congress

<http://www.kn.pacbell.com/wired/bluewebn/> sites for content teaching

<http://www.lclark.edu/~krauss/toppicks/toppicks.html> different topics

<http://newslink.org/mag.html> - magazine articles

8 Questions and Answers

8.1. Learn several phrases that can help you introduce your questions and reply to the questions of others.

Q&A Techniques

Getting more information

- Could you tell me some more about...?
- I wonder if you could tell me ...
- This may sound like a dumb question, but I'd like to know ...
- Excuse me, do you know ...?
- Would you mind telling me more about ...?
- Sorry to keep after you, but could you tell me ...

Following up a question

- Perhaps I didn't make my question clear. In fact, what I asked was ...
- I understand that, but what I actually had in mind was ...
- Sorry, I'm still not clear about ...

Before answering a question

- Thank you, that's a very interesting question.
- Well, let me see...
- Ok. Let me think for a moment...
- I'm not sure, let me check...

Dealing with difficult questions

- I'd like to help you, but ...
- ... is important, but it's too complex for us to deal with here.
- I think the aim of this talk is to focus on ... rather than ...
- We don't have enough evidence to show that ...
- That's not something I've had time to deal with, but ...
- I'd prefer to deal with that point later.

8.2. Listen to your colleagues speaking about their research and ask them questions. Use the phrases from the box above.

9 CV Template

What's this?

The **resume/CV (curriculum vitae)** is a short written description of your education, qualifications, previous employment, and sometimes also your personal interests, which you send to an employer when you are trying to get a job. It usually goes together with a cover letter and your application form. It is written for a particular purpose and contains a work objective. The objective is a short sentence describing what type of work you hope to obtain. You should focus not on your needs but emphasize how the employer will benefit from hiring you.

Some companies have certain requirements for a resume concerning its format, fonts, spaces, etc. Go to www.cvtips.com/CV_template/CV_template_8.doc and study the template. Highlight the information that you think is most important. With your partner, discuss what is crucial for an effective resume.

10 Perfect CV

10.1. Read the text below. Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line. One has been done for you. If necessary, use a dictionary.

The (0) **growth** of online job hunting has increased the importance of having a good CV. Many employers now search CV databases for potential candidates, and a great CV which highlights your skills and experience will boost your chances of getting an interview (1) _____. On average, a recruiter will spend just eight seconds reviewing each CV, so it's important to get it right. If you follow a basic structure, you can present the information in a clear concise and (2) _____ way. Your CV should look clean and tidy with no frills or fancy (3) _____, with all the information clearly sign posted, and should not exceed two pages. Include your name, address and contact details, but information about your (4) _____, age and hobbies is not essential.

Any (5) _____ employer will be interested in your work experience. List the most recent first, describing your previous jobs in short sentences using straightforward, positive language which highlights your key (6) _____. Similarly, list brief details of your academic and professional (7) _____ along with the grades attained. Include specific skills such as IT (8) _____ or languages, and state whether you're at a basic, intermediate, or advanced level. (9) _____ looking for their first job since leaving full-time education are (10) _____ to have much relevant work experience, so they should put information about their academic record and key skills first.

Source: Kenny, Nick & Newbrook, Jacky (2008) *CAE Plus with Key. New Edition Practice Tests*. Pearson Education Limited. p66

10.2. *In pairs, discuss the questions: What information in the text was new to you? What advice do you find most useful? Does your CV in Russian / English need improvements according to the advice given?*

11 Do or Don't?

*Classify the following statements under two categories: **Dos** and **Don'ts** to get a list of tips for a successful resume.*

1. Include information the hiring manager / recruiter asked for, such as references or writing samples.
2. Begin the cover letter "Dear Sir or Madam."
3. Make sure the correspondence and information sent is correct and error-free.
4. Keep descriptions clear and to the point.
5. Take advantage of the informality of email correspondence.
6. Use several fonts to make it beautiful.
7. Include the name of the company and the position for which you're applying for in your cover letter/email response.
8. Provide personal details, e.g. age, height, marital status, number of children, etc.
9. Focus on what you want from the job.
10. Include contact information, e.g. email address, cell phone number.
11. Make paragraphs longer than six lines.

GROW

CONSIDER

PERSUADE
ATTACH

NATIONAL
PROSPECT

ACHIEVE
QUALIFY
PACK
APPLY
LIKE

12 Action Verbs

Read the words in the table below. They are often used in a CV to make it more persuasive. Choose the ones you can use to describe your duties and responsibilities. Make up phrases with them.

E.g. administered the project “Space Initiative”; reviewed articles to *AsiaTEFL Journal*.

■ Action Verbs for CV

- | | | | | |
|---------------|---------------|--------------|-------------|-------------|
| • accomplish | • conduct | • examine | • instruct | • produce |
| • achieve | • construct | • expand | • integrate | • promote |
| • administer | • consult | • facilitate | • launch | • propose |
| • advise | • create | • formulate | • maintain | • provide |
| • analyze | • demonstrate | • generate | • monitor | • publish |
| • arrange | • design | • head | • negotiate | • represent |
| • assist | • develop | • identify | • organize | • research |
| • build | • devise | • implement | • perform | • restore |
| • calculate | • direct | • improve | • plan | • review |
| • chair | • edit | • increase | • prepare | • solve |
| • collaborate | • establish | • initiate | • present | • supervise |
| • compile | • evaluate | • innovate | • process | • upgrade |

13 CV Analysis

13.1. Read through the text and answer the following questions.

1. What information does the CV contain? How is it organized?
2. Which sections, in your opinion, are optional? What can be added?
3. Does the document show the person favorably? Why/why not?
4. What kind of job can the person apply for, judging by the information provided?
5. Is it persuasive enough for an employer? Why/why not?

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Education & Qualifications

- February 1998 Samara State Aerospace University
Diploma of engineer of spacecraft and rocket launchers
- February 2004 Samara State Aerospace University
Candidate of Science (Ph.D.) in the field of flight dynamics
Thesis title: "Dropping off first stage boosters of the Soyuz-type rocket launcher at the slightly sloping trajectories"

Work Experience

- 1999 – present **Samara State Aerospace University, Samara, Russia**
- 2007 – Present *Associate Professor. Theoretical Mechanics Department*
- Teach courses:
 - Multibody Mechanical Systems
 - Mechanical System with Changing Structure
 - Information Technologies in Mechanics
 - Supervise students' research
- 1999 – 2007 *Lecturer. Theoretical Mechanics Department*
- Taught a course on Theoretical Mechanics to graduate students
- 1998 – present **Central Specialized Design Bureau (TsSKB-Progress), Samara, Russia**
- 2002 – Present *Leading Engineer*
- Developed project documentation
- 1998 – 2002 *Engineer*
- Constructed mathematical models of spacecraft mechanical system
 - Wrote and implemented new engineering software, it helped to automate the process
- 2003 – present **AFK Ltd Company, Samara, Russia**
Head of IT department
- Developed software for finance system
 - Performed systems administrator duties on assigned computer systems
 - Dealt with computer-user problems
 - Wrote, analyzed, edited, tested, and modified computer programs

Skills & Activities

Intermediate knowledge of English: FCE (A)

Advanced computer skills:

- Windows family OSes (from Windows 95 to XP), Linux
- Microsoft Office, Open Office, LaTeX
- CAE & other special software: Mathematica, MATLAB, MSC/ADAMS, MSC/Nastran
- C++, Java, PHP. Databases: Firebird, Postgres

Publications

Total number - 10, among them one textbook *Rigid Body Systems Dynamics* (2007), one article published in English

References

Available upon request

13.2. Write down the job objective for the person. Use active verbs.

14 CV Draft

Read the following guidelines that can help you write a draft of your CV. You may use the notes later for writing several CVs, choosing the information relevant to this or that purpose/position. Take notes on

1) your work experience

include all your jobs, both paid and unpaid, full time and part time. Write down your responsibilities, job title, and company information;

2) your education

include diplomas, degrees, certificates, thesis titles, and school names;

3) other accomplishments

include membership in organizations, military service, and any other special achievements, e.g. contests, tournaments, awards, etc. Add other relevant information, such as languages spoken, computer programming knowledge, etc.

You may need to add other headings like **Professional Memberships and Activities, Grants and Patents, Current Research, Publications, Conference Presentations, Exhibitions, Honors and Awards, Additional Skills, Community Service**, etc.

Exercises 7, 9-12 adapted from: Suchkova, S. et al. (2010) Learn to Write with Us: a Process-based Writing Textbook. Student's Book. Самара: Изд-во ЦПО. pp 83-85.

15 Role play “Job Interview”

15.1. Reconstruct the sentences writing all the words in the correct order.

1. term are your long What career goals?
2. How this your education you for does job qualify?
3. on were your greatest accomplishments three your last job What?
4. What do you skills and have abilities?
5. most are proud What of on your you resume?

15.2. Make up a dialog with your partner. One of you is an interviewer, another is an interviewee. First, agree on the vacancy /position (e.g. visiting professor, engineer, etc.) and questions. **Tip:** You can use the questions from. Then get ready for the role play. Think how to start the conversation, what to say in response to the questions, how to finish the dialog politely. When you are ready, act the conversation out.

For more information go to <http://www.job-interview.net/>.

Unit 3. Definitional Techniques

For me the greatest beauty always lies in the greatest clarity.
(Gotthold Ephram Lessing)

✈ **Unit Focus:**

defining terminology, glossary compiling, presentation of terms

Academic Vocabulary (AE): Units 34, 42, 43

Writing: Glossary definitions

Functional English: definitions, asking for clarification

Portfolio: glossary

① **Definitions**

1.1. Read the information below. What definitional technique do you most frequently use?

In academic speaking and writing, it is often necessary to define certain terms, i.e. special words or expressions used in relation to a particular subject or activity. A definition is a statement that explains the meaning in simple language. To help learners understand terminology, several definitional techniques can be used, such as

- (1) indicating the differences between the thing and other members of the class;
- (2) separating the whole into its component parts;
- (3) providing typical examples for the whole class;
- (4) comparing and contrasting two objects / ideas;
- (5) using opposites, eliminating some features;
- (6) describing through synonyms;
- (7) describing through the function/s;
- (8) giving information on the origin or history of the phenomenon.

1.2. Give an example of your specialism term in Russian, define it using one of the techniques.

1.3. Read the mini-lectures, explain what is defined and what technique is used. Underline the phrases that can be used in your definitions.

1. The name we apply to the liquid rock material, or magma, when it reaches the surface, is lava. The word lava is also used for the solid rock that is formed by consolidation when the liquid rock cools. The temperature of lava as it comes to the surface may be higher than 2000°F. We know this because copper wire with a melting point of 2200°F was melted in the lava from Vesuvius. We have also observed a temperature of 2300° F at Kilauea.

Adapted from *This Earth of Ours* by Victor T. Allen, p. 3

2. We normally define a disease as an abnormal condition of the body that has a specific cause and characteristic outward “signs” and symptoms. Technically speaking, we usually say that a “sign” is an indication of a disease that is noticed by the doctor but not by the patient, while a “symptom” is something the patient himself feels - but this distinction is often not so clear in ordinary conversation.

3. You definitely know that a microprocessor is a part of a computer that controls its main operations. It is a chip. In other words, it is a very small piece of semiconductor that contains extremely small electronic circuits and devices. It can perform a set of arithmetical and logical operations. The word “semiconductor” is used both for some material, such as silicon, which allows electricity to move through it more easily when its temperature increases, and for an electronic device made from this material.

② Ten Techniques

2. Read the descriptions of ten most common definitional techniques and match them with examples. Underline the phrases that can help you define the terms.

| DESCRIPTION | EXAMPLE |
|---|---|
| 1. An Aristotelian or formal definition assigns a thing to a class and then indicates the differences between the thing and other members of the class. | A. If you are driving south along a highway, you will experience the Doppler Effect if you listen to the sound of a car heading north that approaches and then passes you. |
| 2. An explication defines the meaning of key words in an Aristotelian definition. | B. Air is a colorless, odorless, tasteless, gaseous mixture containing nitrogen, oxygen, carbon dioxide, neon, and helium. |
| 3. An operational definition refers individuals to a location or situation where they might observe a phenomenon. | C. Dice are small cubes marked on each side with a number of small dots, varying from 1 to 6. The number of dots on opposite sides always add up to 7. |
| 4. An analysis separates a whole into its component parts. | D. Craps is a gambling game played with two dice in which a first throw of 7 or 11 wins the bet; a first throw of 2, 3, or 12 loses; and a first throw of any other number (a point) must be repeated to win before a 7 is thrown - otherwise, the player loses both the bet and the dice. |
| 5. An example suggests one member of a class of objects to convey an accurate impression of the entire class. | E. Both the maple and the pine are trees, but the former is deciduous, the latter coniferous. |
| 6. Comparisons and contrasts suggest ways in which objects or concepts are similar to or different from one another. | F. The maple is an example of a deciduous tree. |
| 7. An etymology explores the origin and historical development of a word. | G. Synchronism can be better understood if we realize that the original meaning of <i>syn</i> was together, and that of <i>chronism</i> was time. |
| 8. An elimination indicates what something is not to clarify what it is. | H. It will be easier to understand what is meant by the discipline of technical communication if we explore how it evolved. |
| 9. History records the events in the development of something. | I. Clear-cutting is not the removal of only a few trees in a forest area. |

10. Graphics provide a pictorial representation where lines, dots, arrows, etc. are configured into representational patterns.

Based on the materials developed by Professor Merrill Whitburn, The Writing Center at Rensselaer (writingcenter@rpi.edu; www.rpi.edu/web/writingcenter)

③ Defining Vocabulary

3.1. *Read the words used in definitions. Make sure you know all of them.*

| | | | |
|-------------|-----------------|--------------|-------------|
| a device | an instrument | a means | a tool |
| a vehicle | a machine | an appliance | a procedure |
| a mechanism | an abbreviation | a process | a kind of |
| symbol | the location | a substance | a vessel |
| a condition | a plant | a product | a container |

3.2. *Write definitions, using the words given. Keep the words in the same order. Add the minimum number of words, pay attention to articles and verb forms.*

Example: Diffusion length /average distance / photon-induced electron / travel before recombining. = Diffusion length **is** the average distance **that** a photon-induced electron travels before recombining.

1. telescope / instrument / make distant objects appear larger
2. electrical switch /device /open and close a circuit
3. electron / particle /mass of 9.107×10^{-28} grams
4. microphone /device /amplify sound
5. uranium / element /nuclear reactors
6. stainless steel / metal / not corrode
7. gravity / force / deflect light
8. CO₂ / formula/determine carbon dioxide
9. light year /unit of distance /equal to 6 x 10¹² miles
10. carbon / element /found in all organic molecules

Adapted from Master, P. (2004) *English Grammar and Technical Writing*. United States Department of State. Office of English Language programs. pp27-30

3.3. *Prepare a card for your colleague, similar to Exercise 3.2. Think of 5-7 terms from your field of study. Use the defining words from Exercise 3.1.*

3.4. *Exchange the cards and write definitions. Show them to the author for feedback.*

④ Academic Vocabulary

4.1. *Do the exercises from Units 34, 42, 43 (AE).*

4.2. *Translate the following phrases into Russian. Make up your own sentences with them.*

- 1) there is a subtle distinction between
- 2) provide a definition of unfamiliar terms
- 3) difficult to distinguish between

- 4) it reveals links between
- 5) convey a message
- 6) fall into one of three categories
- 7) according to their similarities and differences
- 8) it consists of
- 9) devise a system of
- 10) organized from most general to most specific
- 11) is associated with
- 12) it corresponds to
- 13) the relationship between
- 14) it refers to the fact that
- 15) this correlates with

4.3. *Make the words negative, using the prefixes below. One has been done for you.*

in- dis- mis- il- ir- un- im-

- | | | |
|-----------------------|-----------------|--------------------|
| 1. <u>in</u> coherent | 6. ___satisfied | 11. ___organized |
| 2. ___ambiguous | 7. ___necessary | 12. ___practical |
| 3. ___pronounce | 8. ___competent | 13. ___responsible |
| 4. ___calculate | 9. ___proper | 14. ___literate |
| 5. ___prejudiced | 10. ___lead | 15. ___capable |

5 My Glossary

Start your Glossary of terms widely used in the field of your study. Write down definitions of ten terms; try to vary your definitional techniques. Use the phrases from Exercises 1-3 and those from the box below.

Writing Definitions

- | | | |
|---------------------|---------------------------|----------------------|
| • X is ... | • The meaning of X is... | • We call X ... |
| • X is called ... | • X may be defined as ... | • We define X as ... |
| • X is known as ... | • X is a type of Y | • X stands for ... |
| • X means ... | that/which ... | • X symbolizes ... |

Tip: *The following resources can help you make your glossary automatically:*

http://www.lex tutor.ca/list_learn/ a tool for creating your vocabulary list;
wordwizard.scholastic.com/minidictionary The Word Wizard Mini-Dictionary Maker, a tool for generating a glossary for any theme, book, or vocabulary level.

6 Guessing game

6.1. *Form groups of three, preferably, according to the field of study. Present your definitions to colleagues without naming the object /phenomenon. Ask them to guess what it is.*

6.2. *Listen to your colleagues and ask them to clarify the information, if necessary. Use the phrases from the box. Guess what is defined.*

Getting Clarification

- I'm sorry, I didn't catch what you said about ...
- I'm sorry, could you repeat what you said about ...
- What does ... mean?
- Sorry, but I'm not quite clear on ...
- I'd like to ask you about ...
- Could you be more specific about ...?
- Could you give an example of ...?
- Could you explain it in more detail...?
- Am I correct in assuming that ...?
- Let me just make sure – your point is that ...

7 Improvement Needed

The following sentences are the result of machine translation from Russian. Work with a partner. Find mistakes in the sentences and correct them. Tip: The type of mistake is indicated in the parentheses.

1. The length of the muffler calculating according to the following formula. (*voice, verb form*)
2. The main equations of the mathematical model presented below. (*voice*)
3. When we created a mathematical model used the energy conservation law and the equation of continuity. (*voice + word order*)
4. On the basis of the developed mathematical model [1] was a program for calculating dynamic characteristics of the rotary drive. (*voice + word order*)
5. As a source of design documents were taken the following data. (*word order*)
6. Performed a study of pneumatic power tools, and obtained the dependence of the rotor speed on the input pressure. (*voice + word order*)
7. The experimental researches confirming its efficiency are spent. (*plural+ collocation*)
8. The calculation of the pressure pulsations of the air tool with the help of a software package *Fluent* was made. (*word order*)

8 Vocabulary Practice

8.1. Rewrite the following phrases using adjective compounds.

Examples: a pump is driven by gears = a gear-driven pump, the cable is three meters long = a three-meter cable, the additives contain sulfur = sulfur-containing additives

- 1) the tube has a U shape
- 2) the outlet delivers 110 volt
- 3) the polygon has five sides
- 4) the system regulates itself
- 5) the method consumes time
- 6) the substance is used widely
- 7) the program is developed fully
- 8) the sandstone bears oil
- 9) the mechanism weighs two tons
- 10) the artery has thick walls

8.2. Compare the pairs of phrases and translate them. What makes them different?

- 1) a rare-earth sample – a rare earth sample
- 2) a small-car factory – a small car factory
- 3) productive-time estimates – productive time estimates

Adapted from Master, P. (2004) *English Grammar and Technical Writing*. United States Department of State. Office of English Language programs. pp200-201

Unit 4. What's in a Lecture?

*Say what you're going to say,
say it,
and say what you have already said.
Rule of thumb*

✍ **Unit Focus:**

features of a good lecture, lecturing method, structure of a lecture, using visuals

Academic Vocabulary (AE): Units 10, 12, 14, 15, 16, 24, 25, 26, 27, 30, 33, 36, 37, 38, 39, 40, 43, 44, 50

Functional English: advice and recommendations, opinion and certainty, phrases for a presentation start and close, signposting

Portfolio: lecture outline, mini lecture, presentation slides

① **Good Lecture and Lecturer**

1.1. Think of a good lecture and mind-map all the factors that contributed to its success. Compare the mind-maps.

1.2. Together with your partner, list a good lecturer's qualities. Do you think your students' list might be different from yours? If yes, how?

1.3. Read the following tips and rank them in order of importance.

Lecture is a formal talk on a specialist subject given to a group of people. The success of the lecture depends not only on your knowledge of the subject and thorough preparation, but also on the way you communicate your message. These are general recommendations usually given to lecturers:

- 1) relate theory to practice
- 2) use technology
- 3) provide enough examples to illustrate complex issues
- 4) use a variety of materials and activities
- 5) motivate your students to research further into the topic
- 6) encourage students to ask questions and find answers themselves
- 7) give a plan of your lecture at the beginning
- 8) structure your lecture in a simple and clear way
- 9) often check for understanding
- 10) speak to and with your students, not to the blackboard, notes, or floor
- 11) use the power of pauses and intonation
- 12) articulate clearly and distinctly
- 13) use gestures to emphasize the main points
- 14) let your sense of humor show
- 15) encourage interaction.

1.4. In groups, discuss the following questions. Use the phrases from the box.

- What subject do you lecture in?
- How often do you give lectures?

- What visuals do you use?
- How do you prepare for lectures?
- What kind of notes do you use?

■ ■ Expressing opinion

- If you ask me, ...
- In my opinion, ...
- Personally I think that ...
- It seems to me that ...

② Student's Essay on Lectures

2.1. Look through the text on the next page quickly and state the main message of it.

Source: Kwan-Terry, Anna (1988) *Interactive Writing*. Prentice Hall , pp.60-61

Tip: Read the first and the last sentence of each paragraph, and the first and last paragraphs. Do not stop if you don't know the word. Try not to articulate the words in your inner speech; read with your eyes. Pick up several key words.

2.2. Read the text again and mark the following parts of the text:

- conclusion and discussion
- background
- arguments for and against
- rejection of arguments against
- author's main argument.

2.3. Now read the text carefully. Underline the words you do not know. Try to guess their meanings. Consult a dictionary, if necessary.

Anyone who has ever attended a university knows that the quality of lecturers varies greatly. **A few** are very effective communicators, conveying the substance of their lectures clearly and interestingly and inspiring students to want to know more about the subject. **Others** produce dull, rambling and sometimes even incoherent lectures from which the students learn little and which are likely to kill any interest they may have in the subject. Lecturing is a major part of a university lecturer's job, and it would seem reasonable that effectiveness in this task should be a major criterion in assessing a lecturer for promotion, tenure, and so on. **However**, it is very often the case that far more weight is given to such factors as participation in research, number of publications, and even performance of administrative duties. It is my contention that a lecturer's performance in the lecture hall should be regularly evaluated and that the best people to carry out this evaluation are those directly on the receiving end - the students.

It could, of course, be argued that students, particularly undergraduates, are not competent to evaluate the academic quality of lectures. They may know little of the subject and have no means of judging whether a particular lecturer is giving them outdated or irrelevant information and concepts or whether he or she is accurately reflecting the current state of the discipline. If anyone should evaluate lecturers, the argument goes, it should be their colleagues. However, I am not arguing that students should be asked to comment upon the academic content of lectures. The academic caliber of lecturers can still be assessed in the usu-

al way through their qualifications, publications, course outlines, performance at staff seminars, and so on. What students are best placed to do is to evaluate the effectiveness of the teaching which goes on in a lecture. Lecturers often have little time to regularly attend one another's lectures. Moreover, their comments are likely to be affected by personal or academic prejudices. Students, on the other hand, know perfectly well when they are learning something and are normally quite clear about which lectures are interesting and give them a clear understanding of the subject and which are boring and leave them baffled.

Another common objection is that the students do not know what is good for them. They are likely to rate highly lecturers who do not demand much of them, who keep their lectures very simple, give few assignments, and award good grades for mediocre work. They might even be influenced by such irrelevant factors as whether a lecturer is good looking or how friendly he or she is. This argument assumes very low levels of maturity, motivation, and intelligence among students. University students, after all, are no longer school children. They come to the university to learn and normally expect a certain amount of stimulation and challenge. Anyone who has mixed with undergraduates will know how critical they can be of lectures which are uninspiring, dull, or too elementary. I am certain that most students care far too much about the quality of education they receive at university to treat the evaluation of lecturers as a mere popularity contest.

I suspect that many of the objections to student evaluation of lecturers stem from the fear some lecturers have of being subject to criticism by their students. However, lecturers should see such evaluation as an opportunity to become aware of defects in their lecturing techniques and thus to become better lecturers. Such a system could benefit both students and lecturers as well as help department heads to more realistically assess the strengths and weaknesses of their teaching staff.

2.4. Answer the following questions.

1. What criteria of evaluation a lecturer's performance are mentioned in the text?
2. What criterion, in the author's opinion, is the most important one?
3. Why can't students evaluate the quality of lectures?
4. Does the author support this point of view? Why/why not?

2.5. Look at the highlighted words in paragraph 1 (lines 2, 4, and 8). What is their function? Find similar ones in paragraphs 2 and 3. Find and underline the phrases that indicate the author's point of view in paragraphs 2, 3, and 4.

③ Vocabulary Practice

3.1. Look through the text again and write out characteristics of a good lecturer from the text to add to the list you have made in Exercise 1.2.

3.2. Match the qualities of the teacher of 21st century with their explanations. Write out the words that can help you speak about your teaching philosophy.

- | | |
|--------------|--|
| 1) visionary | a) able to suit a dynamic teaching experience, different modes of learning, change the curriculum and the requirements |
| 2) model | b) able to look across the disciplines and through the |

- curricula; see the potential in the emerging tools and technologies; grasp others' ideas and envisage how they can be used in class
- 3) leader and communicator c) able to leverage such collaborative tools as *Ning*, *Blogger*, *Wikispaces*, etc. to enhance and captivate learners
- 4) adaptor d) surrender themselves to the students' knowledge; trust students and invite them to teach something new
- 5) learner e) continue to absorb experiences and knowledge to stay current
- 6) collaborator f) be anywhere and anytime sharing, contributing, adapting, facilitating, stimulating, controlling, moderating, and managing the learning process
- 7) risk taker g) be a good example of a wider view than just their curricula areas, of global awareness, reflective practice, tolerance, and acceptance.

For more information, go to

<http://edorigami.wikispaces.com/21st+Century+Teacher>

3.3. *What kind of teacher are you? Discuss it in pairs.*

④ Lecturing Method

4.1. *Read the text and be ready to add your ideas about advantages and disadvantages of a lecturing method.*

Lecturing refers to both planning and delivering a classroom presentation rather than a formal speech. Though a classroom lecture places greater emphasis on the importance of instructor-student interaction, it is mainly the lecturer's task to make a lecture interesting and effective.

A lecture should be well-prepared and delivered in the way that conveys interest and enthusiasm by the presenter. The lecture is designed to be presented easily within the allotted time. It should be structured well, have a clear introduction and summary. A skillful lecturer makes an effective use of a limited number of visuals and examples in order to stimulate students' further exploration of the topic.

Lecturing as a teaching method has certain advantages and limitations in comparison with interactive methods (e.g. discussions, problem-solving sessions, etc.).

A "good" lecture

- allows the instructor to precisely determine the aims, content, organization, pace, and direction of a presentation
- permits dissemination of unpublished or not readily available material

- can complement and clarify course book material
- can be used to arouse interest in a subject
- allows for gradual development of complex concepts and theories.

However, the lecture also

- places students in passive rather than active roles
- encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content
- requires the instructor to have effective writing and speaking skills
- places the responsibility of organizing and synthesizing content upon the lecturer.

No matter what teaching method is applied, educators are after making teaching effective. Good teaching aims at not only motivating students to learn, but teaching them *how* to learn. The teacher's task can be viewed as pushing students to excel, and at the same time, it's about being human, respecting others, and being professional at all times. Being professional means listening, questioning, being responsive, and remembering that each student and class is different.

Good lecturers do their best to keep on top of their field, publications, inside and outside of their areas of expertise. Good teaching is also about bridging the gap between theory and practice.

4.2. *Think of some problems a young lecturer might encounter starting a course of lectures. Reflect on your own experience. Note the problems down.*

4.3. *Read the advice given to lecturers and think of more tips on lecturing to share with a young colleague.*

- Plan your notes carefully and provide yourself with good cues.
- Practice with the finished visuals to reduce anxiety during the presentation.
- Try the equipment before the lecture to avoid operation distractions.
- Start and finish on time.
- Control the audience's attention, make pauses, and ask questions.
- Leave time for students to ask questions, speak, talk, and interact.
- Take an effort to communicate with "color" and variety.

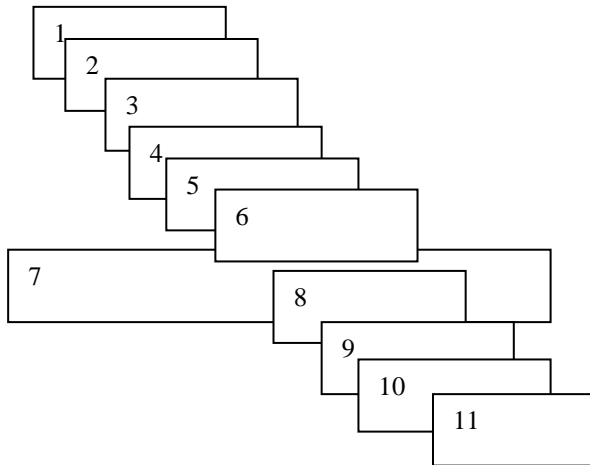
4.4. *Role-play a conversation between an experienced lecturer and a novice instructor who has some problems with lectures. Start your recommendations with the phrases given in the box.*

Advice and Recommendations

- | | |
|--------------------------|------------------------------------|
| • You should + V | • I recommend (that) you should +V |
| • It's a good idea to +V | • I'd highly recommend N /Ving |
| • Why don't you +V | • ... may work out well. |
| • How about + N/Ving? | • I'd rather V |

5 Lecture Structure

5.1. *Reconstruct the sequence of lecture stages. Write the letter next to the number of the stage. There may be more than one option.*



- a) Present the main body of the lecture
- b) Give tasks
- c) Grab students' attention
- d) Greet students
- e) Summarize the main points
- f) Link the lecture to the previous one
- g) Have a strong end
- h) Introduce the lecture topic and objectives
- i) Give a plan of the lecture
- j) Thank students
- k) Ask and answer questions

5.2. Work in pairs. Discuss the sequence. Give examples from your own experience.

6 Lecture Start

6.1. Read the text and match the suggestions with the examples in the first part of it.

Based on a workshop materials by C. Micheal Brooks, EdD, and James L. McKittrick, EdD., and from *Using Visuals in Presentations*, by Media Services, University of Alabama at Birmingham.

Any public speech (a conference presentation or a lecture) is divided into three major parts: the introduction, the body, and the conclusion/closing. The following list of suggestions for effective lecture preparation and delivery are arranged under these phases of a lecture.

The purpose of the **introduction** is to show your listener *what* you are going to talk about. It is also helpful to explain *why* you are doing it, and *how* you are planning to structure your speech. The lecturer / presenter has also to decide when to answer questions: during or at the end of the presentation. Be sure to open yourself to questions and mention when you are going to handle them.

The experts offer the following advice on how to start a lecture:

1. Use an introduction that will catch the listener's interest.

Suggestions:

1. Raise a question to be answered by the end of the lecture.

2. State a historical or current problem related to the lecture content.

Examples:

A: "It was conjectured by Gauss that the number of primes up to any point x was less than a certain smooth easily calculated function of x . This conjecture was supported by extensive numerical evidence. However, in 1914, Littlewood proved that, in fact, the relation becomes false for an infinite sequence of large x 's. Let's take a look at Littlewood's reasoning."

B: "By the end of the hour, you should be able to answer the question, 'Are essay test questions better than objective test questions?'"

3. Explain the relationship or relevance of lecture content to laboratory exercises, homework problems, professional career interests, the “real” world, etc.

C: “For the past few weeks, Skinner, Osgood and others who take a behaviorist view of language acquisition have occupied our attention. Today, let’s look at a different perspective on language acquisition and learning. We’ll spend the rest of this week and the next of understanding this view and comparing it with the behaviorist position.”

4. Relate lecture content to previous class material.

D: “Today's lecture is about the cost of living indices, a topic in macroeconomics which should help you understand the recent discussions in Congress related to inflation.”

6.2. Go on reading the text. Underline the phrases that can help you organize the beginning of a lecture.

2. Provide a brief overview of the lecture’s content either verbally, with a handout, or through an outline on the whiteboard or a slide.

Example: “In Victorian England the conflict between religion and science was well reflected in the literature of the time. Today we’ll look at two poems, “In Memorium” and “Dover Beach,” which illustrate this conflict.”

3. Tell students how you expect them to use the lecture material.

Example: “Today, I’ll offer a specific model of evaluation and illustrate its applicability in several kinds of settings. When you meet in your discussion groups this week, you’ll be asked to apply the model as you discuss the *Brown vs. the Board of Education* decision.”

4. Define or explain unfamiliar terminology.

Example: “In physics, the term work has a precise technical meaning. The work done by a force F when the object on which it acts moves a distance $[\Delta]s$ [instructor puts a diagram on the board] is defined by $[\Delta] W = F_s[\Delta]s$. It is assumed that F does not change much during the motion through the distance $[\Delta]s$. F_s denotes the component in F in the direction of the motion and can be positive, zero, or negative. Now let's look at this diagram and see how well you understand the definition of work.”

6.3. Discuss with your colleagues: How do you usually start a lecture? Does this technique help you grab students’ attention? What technique mentioned in the text can work well for your class?

7 Academic Vocabulary

7.1. Work in pairs. Take turns, ask each other to translate the phrases you have chosen in Exercise 6.2.

7.2. Do the exercises from Units 10, 12, 14, 15 (AE).

7.3. Translate the following phrases into Russian. Use them in your own sentences.

1) be a crucial element of the experiment

- 2) work out a way to do sth
- 3) define the term
- 4) identify the causes (properties)
- 5) examine the evidence
- 6) list the main characteristics
- 7) put great emphasis on
- 8) focus on the history of
- 9) account for ...%
- 10) be divided into ... parts
- 11) provide the reason for
- 12) conduct an investigation into
- 13) make an influence on
- 14) produce insights into
- 15) draw attention to

⑧ Lecture Beginning

8.1. *Think of the topic of your lecture and how you are going to develop it. Write an outline of your lecture.*

8.2. *Read the phrases in the box below, make sure you understand them. Choose 2 or 3 phrases from each section and learn them. **Tip:** Use them in your presentations. Later you can refer to the box again to expand your vocabulary.*

Presentation Start

State what you will do

- What I'd like to do is to discuss ...
- What I intend to do is to explain ...
- In my talk today, ...
- My topic today is ...
- Today, I'm going to talk about ...
- Today I want to consider ...
- In this lecture, I would like to concentrate on ...
- The purpose of this lecture is to ...

Mention the timeframe

- The talk should last about ... minutes.
- I'll talk for about ... minutes.

State how you will do it

- I'm going to deal with three aspects of the subject ...
- I'm going to divide my presentation into three sections.
- This subject can be looked at under the following headings: ...

Say when you want to deal with questions

- I'll be happy to answer questions at the end.
- If you have any questions, I'll try to answer them afterwards.
- If you have any questions, please feel free to interrupt.

8.3. *Prepare a one-minute introduction to your lecture. Include the topic, state the structure of your lecture, timeframe, and invite students to ask questions. Present it to your colleagues.*

9 Lecture Body

9.1. Read the text and underline the advice that seems useful to you. Say what organizational lecture models you usually use.

Methodology experts provide certain recommendations to lecturers.

While preparing for a lecture, a lecturer usually considers the learner knowledge base and level of knowledge needed on the topic. It is necessary to identify the knowledge level of the students as their understanding of your topic may depend on it.

Allow for some flexibility in the amount of content to be presented in order to respond to student questions and comments, review the previous material if necessary, or activate their background knowledge. Limit the concepts to be presented to those needed by the students. Determine the key points to be developed during the class session. It is recommended to present not more than 5 or 6 key points that unquestionably contribute to the students' understanding of the overall topic. When every detail of a topic is discussed or when too many ideas are presented and not well developed, students often lose sight of the main idea. Prepare examples to clarify and emphasize the key ideas. Provide transitions which show the relationships between them.

Select an instructional strategy which seems to work for students. Explain the new concepts by building on and relating to what the students already know, and use instructional techniques (uninterrupted lecture, rhetorical questions, probing questions, etc.) and effective presentation methods (visual illustrations previously prepared or developed during the presentation). Maintain a consistent approach and design of visual illustrations that clearly reveal your point with a minimum of background material.

The material should be organized in some logical order. Suggested organizational schemes include:

(1) Cause-Effect:

Events are cited and explained by reference to their origins.

(2) Time Order or Sequence:

Lecture ideas are arranged chronologically.

(3) Problem-Solution:

The statement of a problem is followed by alternative solutions.

(4) Compare-Contrast:

A two-sided discussion of a given topic is presented.

(5) Ascending-Descending:

Lecture topics are arranged according to their importance, familiarity, or complexity.

(6) Rule-Example-Rule:

A rule is stated, followed by an example; then the rule is restated.

(7) Example-Example-Rule:

A model or rule is preceded by appropriate examples.

Throughout the lecture check on students' understanding by watching their non-verbal behaviors, asking questions, and asking for restatement of some key ideas.

9.2. Read the phrases below, mark those you can use in your lecture. Learn them.

| | |
|---|---|
| <p>■ Signposting</p> <p><u>Ordering points</u></p> <ul style="list-style-type: none">• Firstly,• Secondly,• Next,• Then,• Thirdly,• Lastly,• Finally, <p><u>Moving on</u></p> <ul style="list-style-type: none">• I'd like now to move on to ...• Turning now to...• Moving on now to...• Having looked at ..., I'd now like to consider ...• I now want to turn to ...• The next point is ...• Another interesting point is ...• The next aspect I'd like to consider is ... | <p><u>Giving examples</u></p> <ul style="list-style-type: none">• For example, ...• For instance, ...• And as proof of that, ...• Remember ...• You only have to think of ... <p><u>Putting it in other words</u></p> <ul style="list-style-type: none">• In other words, ...• That is to say, ...• To put it another way,...• The point I'm making is ...• What I'm suggesting is ...• Let me put it another way. <p><u>Emphasizing</u></p> <ul style="list-style-type: none">• Furthermore, ...• What's more, ...• It follows, therefore, that ... |
|---|---|

9.3. Go back to the structure of your lecture in 8.3. Write or rewrite three main points you would like to cover in your 15-minute lecture. Introduce each one with the help of the phrases from the box.

10 Academic Vocabulary

10.1. Do the exercises from Units 13, 16 (AE).

10.2. Use the phrases in the box to fill in the gaps in the following sentences. There may be more than one option in some cases.

| | | | |
|------------------------------|--------------------------|---------------------|-------------------|
| • in comparison with | • from a ~ point of view | • at this stage | • a wide range of |
| • in spite of | • on the whole | • in addition to | • in a variety of |
| • as far as ... is concerned | • for this reason | • for the most part | • with regard to |

1. The professor offered her _____ options to solve the problem.
2. _____ the failure, the researchers continued lab experiments.
3. _____, the experiment was successful; we only have to check the calculations for accuracy.
4. _____ medical _____, there was no need for the operation.
5. He felt bored. _____, he decided to leave the job.

6. The latest publications are more profound _____ his earlier work.
7. _____ unemployment _____, a change of government would be a good idea.
8. I am writing to you _____ your recent inquiry.
9. _____, the project can be considered complete.
10. His is _____ where he has to write up all the results and provide the paper for reviewing.
11. The markets offer _____ car makes.
12. _____ his flat in London, he has a villa in Italy and a castle in Scotland.

11 Links

11.1. *Identify the type of relationship in the sentences and underline the links.* Make up your own sentences with them.*

*NOTE: See more links in Appendix 2.

- 1) The number of isotopes of chlorine is identical to the number of isotopes of copper.
- 2) Iodine is similar to sulfur as far as the melting point is concerned.
- 3) The relative mass of aluminum differs greatly from that of lead.
- 4) There is a slight difference between the boiling point of hydrogen and that of helium.
- 5) During the 18th and 19th centuries signals – lanterns, flags and even moving arms to convey a message – were used extensively.
- 6) While the lecturer was speaking about how to avoid boring topics, a man fell asleep in the auditorium.
- 7) To search effectively for information on the Internet, a user should first choose the correct search engine and then type in a narrow search topic. After that s/he should scan the website entries, looking for the information needed. Finally, s/he opens a website and reads the information quickly.
- 8) The academic background of some students is weak which results in their failure in college.
- 9) Due to favorable weather conditions, the soil is extremely rich in this area.
- 10) They also pointed out that they had studied only men; consequently, their findings might not apply to women.

11.2. *Fill in the gaps with appropriate links.*

- 1) Sea levels are rising _____ of global warming.
- 2) The House of Lords is not _____ powerful _____ the House of Commons.
- 3) It is essential that we help to preserve these forests _____ they have an ideal climate for plants and animals.
- 4) The President's absence has _____ speculation about his health.
- 5) _____ Mercedes-Benz, Volkswagen also has gasoline or diesel engines.
- 6) The present birth rate is increasing and the death rate is decreasing; _____ the world's population is growing at a frightening pace.
- 7) Sales of existing homes went up 2% last month. _____, the construction of new homes went down.

Adapted from Suchkova, S. et al. (2010) *Learn to Write with Us: a Process-based Writing Textbook. Student's Book*. Самара: ИЗА-ВО ЦПО.

12 Lecture Close

12.1. Read the text and fill in the phrases from the box where they fit.


| | | |
|---|---|--|
| <ul style="list-style-type: none">• I have identified• As I stated in the introduction | <ul style="list-style-type: none">• During the next lesson• Tomorrow | <ul style="list-style-type: none">• is intended for• the key issues |
|---|---|--|

The final phase of the lecture ¹..... a short summary of the main points and dealing with students' questions. You can also refer students to selected information sources that will be useful to them. Suggestions for the closing part include:

- Briefly summarize lecture material and preview what lies ahead.
Example: "Today ²..... five phases of the reflective thinking process. ³..... we will see how these phases can be useful for our understanding of human learning."
- Relate lecture material to past or future presentations.
Example: "⁴....., you will form discussion groups and get some experience applying the evaluation model discussed in class today to the first three case studies in your file."
- Ask a student to summarize the lecture's key ideas.
Example: "Who can summarize ⁵..... developed during today's lecture?"
- Restate what you expect the students to gain from the lecture material.
Example: "⁶....., given the appropriate data you should be able to plot the appropriate supply and demand curves."
- Ask for and answer students' questions.

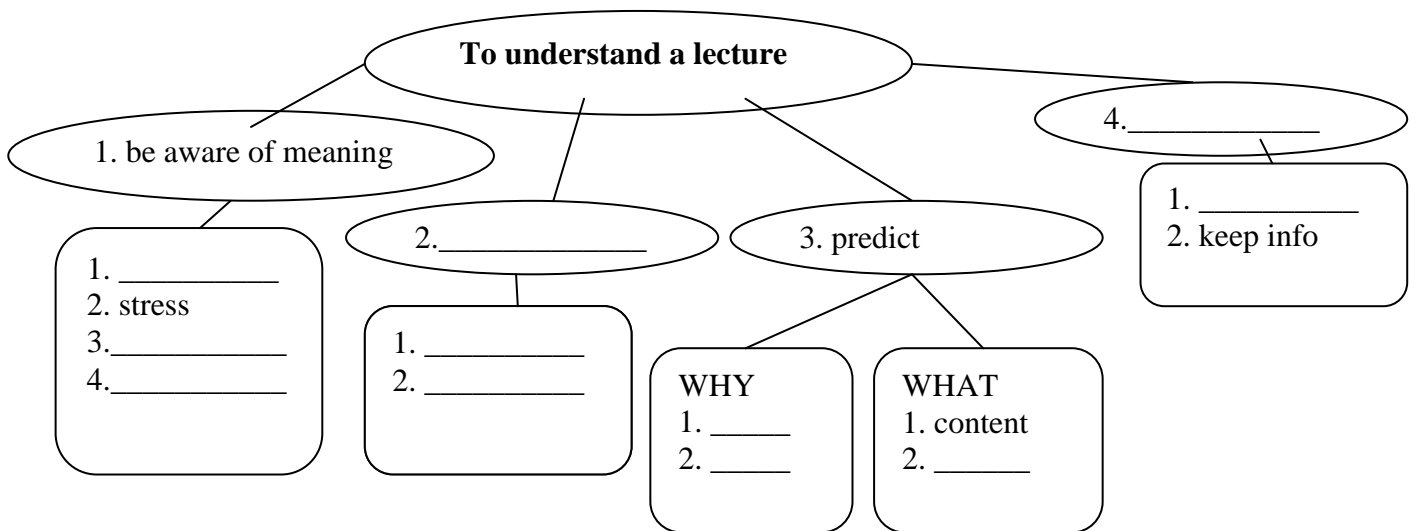
12.2. Work in pairs. Discuss how you usually close your lectures.

12.3. The phrases in the box can be useful for structuring your lecture. Mark those you already use in your presentations. Learn more phrases to vary your speech.

| | |
|---|--|
|  Presentation Close | |
| <p style="text-align: center;"><u>Conclusion</u></p> <ul style="list-style-type: none">• Concluding• So ...• We've seen that ...• First we looked at ... and we saw that ...• Then we considered ... and I argued ... In short, ...• To sum up, ...• In conclusion, I'd like to emphasize that ...• That completes my presentation. Thank you. | <p style="text-align: center;"><u>Invite questions</u></p> <ul style="list-style-type: none">• That covers the main points. If you have any comments or questions, I'll be happy to hear them.• So that explains my main points. Does anyone have any comments or questions?• I'd be glad to try and answer any questions. |

13 Lecture Comprehension

13.1. Read the transcript for the lecture and complete the mind-map that shows the text structure. **Tip:** In each paragraph, identify the topic; see how the idea is developed.



ok ... what do you need to do in order to understand the lecture? ... and that's probably the important question for you ... ok, there are four things I'm going to talk about ...

the first thing is that you need to be aware of all of the parts of the language that carry meaning. now you all know that words carry meaning ... the words ... so words are obvious... you've got to be aware of the vocabulary of the language ... the words... but there are other features of the language that you need to be aware of ... for one thing, you need to be aware of stress ... ok, I'll give you an example "I went to the bar: ... "I went to the bar" ... it makes a difference... in the second example... I'm stressing the fact that it was me not someone else ... "I went to the bar" ... so that this means stress has some meaning ... ok. The next thing that you might want to listen for is intonation ... so, for example, if I say "He came." ... "He came?"... there are two different meanings ... one is a statement... the other one is a question ... another thing you need to listen for is rhythm ... for example, "Can you see, Karen?"... versus ... "Can you see Karen?" ... da-da- DA-dada ... da-da-da-DA-da ... those two mean something different ... "Can you see, Karen?"... "Can you see Karen?" ... one says "Can you see?" and they're talking directly to Karen ... the other says "Can you see Karen ... over there?"...ok, so rhythm has something to do with understanding... and finally body language ... if you watch me speak... sometimes you can see what I'm doing ... I'll say "the first thing" and point a finger ... "on the other hand" ...and change my body position ...so I use my body ...to give you meaning... or emphasize my meaning ... so, when you listen you need to understand all the carriers of meaning ... in language...

ok, the next thing you must do when you listen is when you listen you need to add information that the lecturer expects you to add ... all lecturers assume that they share some information with their audience and that the audience does not need them to spell out every word ...and listeners have an ability to add this information due to two sources of information ... their knowledge of a particular subject and their knowledge or experience of the world ... so, for example ... let's take an example which requires subject matter knowledge... if you hear a speaker say "The temperature in the region never falls below 32

degrees Fahrenheit do the residents don't have to worry about protecting their pipes"... the lecturer is assuming that you ... the listener ...can add the information that water freezes below 32 degrees Fahrenheit ... and this can be dangerous to pipes ...the lecturer does not need to say all this because he or she assumes that the audience can add this information based on its basic knowledge of the subject matter... ok, another example ... this time requiring adding information based on world experience ... knowledge of the world ... if I say something like ... "John and Jane were ready to walk down the aisle but then they realized that they didn't have the rings" ... if Americans heard that ... they'd probably automatically assume that it was a wedding ... because they think of walking down an aisle ... and exchanging rings ... as essential parts of the American wedding ceremony ... but if you didn't know that that was the culture ... you'd have a harder time understanding my sentence ... because you didn't add the needed information ... the information that I ... as the speaker ... expected you to be able to add ... ok, so remember ... listening is not a matter of just absorbing the speaker's words ... the listener has to do more than that ... the listener is not a tape-recorder ...absorbing the speaker's words and putting them into his or her brain ... rather listening involves hearing the speaker's words and reinterpreting them ... adding information if necessary ... so the meaning is not in the word alone ... rather it is in the person who uses it or responds to it ... ok, so that's the second thing that a listener must do ... add information that the lecturer assumes that they share.....

ok, the third thing that a listener needs to do ... and this is to me the most important thing of all ...and that's to predict when you listen ... let me give you two reasons why you have to predict ... for one thing ... if you predict it helps to overcome noise ...what do I mean by noise? ...maybe there's noise outside and can't hear me ... maybe you're in the back of the room and you can't hear all that well ... maybe someone's talking next to you ... maybe the microphone doesn't work ... maybe there's noise inside your head... ok, by that I mean maybe you're thinking of something else ... and then all of a sudden ...you'll remember ... oh! I've got to listen! ... by being able to predict during the lecture ... you just keep listening to the lecture and not lose ... the ideas of what's going on ... so predicting is important to help you overcome outside and inside noise ... ok? ... and another reason that predicting is important because it saves you time ... ok, when you listen, you need time to ... think about the information ... relate it to old ideas ... take notes ... and if you're only keeping up with what I'm saying or what the lecturer's saying ... you have no time to do that ... and I'll bet a lot of you are having a problem right now because it's so hard just to follow everything I'm saying ... that you don't have time to note down ideas ... so predicting saves you time ... if you can guess what I'm going to say ... you're able to take notes ... you're able to think ... you have more time ... right? ... and there are two types of predictions that you can make ... predictions of content and predictions of organization ... for example, in terms of content ... if you hear the words "because he loved to cook ... his favorite room was the ... what would you expect ? ... anyone? ... "kitchen" ... you can guess this because you know that after the word "the" you expect a noun phrase ... so you can predict words ...content ... ok? ... and you can also predict organization ... so if I gave you some examples ... you'd probably expect me to tie the examples together ... make a generalization to take the examples together ... if I was going to tell you a story ... you'd expect me to tell you why the story is important ... give you a setting for the story ... so you have expectations of what the speaker is going to talk about ... and how the speaker is going to organize his or her speech

ok ... and the last thing a listener must do ... the listener must evaluate ... as ... he or she is listening ... decide what's important ... what's not ... decide how something relates to something else ... ok? ... and there are again two reasons for this ... the first one is evaluating helps you to decide what to take notes about ... you can't ... again ... you're not a tape-recorder ... so you can't get down every word ... if you evaluate ... you think ... what's important to write down? ... what's not important to write down? ... and the second reason ... is that evaluating helps you retain ... or keep ... information ... ok? ... and studies have shown ... that we retain more information ... if ideas are connected to one another ... rather than just individually remembered ... so, for example, if I give you five ideas that are not related to one another ... that's much more difficult to remember ... than five ideas that are related ... right? ... so evaluating helps you remember information better because it connects ideas ... to one another ...

ok?clearly there's a lot involved in listening to lectures ...and notice ... that I primarily talked about what all people do ... when they listen to lectures ... this was not just for non-native speakers ... this was for native speakers ... non-native speakers ... and what I'd like you to do is think about or imagine what problems would particularly affect non-native speakers ...

Source: Lebuauer, Roni S. (1993) *Learn to Listen; Listen to Learn*. An Advanced ESL/EFL Lecture Comprehension and Note-taking Textbook. Prentice Hall Regents.

13.2. Look through the text again and answer the following questions.

- 1) What are the functions of the first and last paragraphs? How are they related?
- 2) How is a new body point introduced?
- 3) How is the main idea in each body paragraph developed?
- 4) What are the links that connect ideas? What text organizational model do they signal?
- 5) What makes the script look like an oral text?

13.3. Look at the text again from the lecturer's perspective. Write five tips for a presenter that can help his/her audience understand a lecture better. Share the recommendations in class. See useful phrases in Exercise 4.4.

14 Short Presentation

14.1. Prepare a five-minute talk on your teaching philosophy and your experience as a lecturer. Use the material of the unit. Structure your talk properly: introduce the topic and state how you're going to develop it, think of a catching beginning, make 2-3 points in the body of your talk, summarize your main ideas in the end, finish strongly, and invite questions.

14.2. Listen to your colleagues and ask questions. Respond to the ideas using the phrases of agreement / disagreement and express your opinion. Use the phrases from the box.

Opinion and Certainty

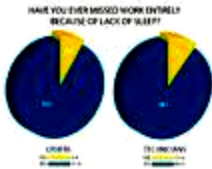
- | | |
|----------------------------------|---------------------------------|
| • If you don't mind me saying... | • I'm utterly convinced that... |
| • As far as I'm concerned... | • I'm quite sure... |
| • To my way of thinking, ... | • I'm absolutely positive... |
| • In my view, ... | • I'm fairly / quite certain... |
| • For me, | • I've no doubt at all that... |

- | | |
|---|---|
| <ul style="list-style-type: none">• It's definitely...• You can be sure... | <ul style="list-style-type: none">• I'm a hundred percent certain that... |
|---|---|

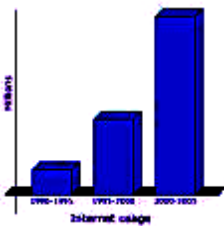
14.3. Give feedback on your colleagues' presentations. (See the feedback form in Appendix 3).

15 DOs and DON'Ts of Visualization

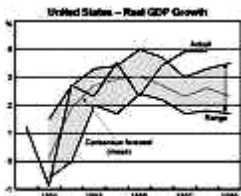
15.1. Work in pairs and mark the following statements as DOs (+) or DON'Ts (-).



Pie chart



Bar graph



Line graph

1. Use visuals to clarify complex ideas.
2. Use different visuals for different purposes.
3. Use no more than three colors and keep the same color and shape for related subjects.
4. Write in short phrases.
5. Use abbreviations.
6. Use **bold** rather than underline or *italicize*.
7. Make visuals big enough to see.
8. Have a meaningful title on the slide.
9. Read word for word from the slides.
10. Make the same handout as the presentation slides.
11. Have spelling mistakes and inaccuracies on the slides.
12. Use many visuals.
13. Have minimum words.
14. Give lots of figures.
15. Photocopy the text of your presentation onto the slides.
16. Have the visual cluttered.
17. Use approximations on the slides if you give figures; give exact figures in a handout.

15.2. Read the information below and divide it into (1) the information you already know and (2) new information. Share your experience of using PowerPoint, Prezi, Smart Board, or other programs in your presentations.


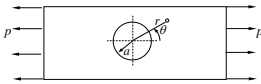
Do you know that:

1. The first slide usually contains the presentation title, presenter's name, date and place of the event, i.e. conference, colloquium, etc.
2. The second slide shows the plan and objectives of the presentation.
3. The best presentation model is 3 x 3: (1) an introduction, (2) a presentation body with three controlling ideas / points, and (3) a conclusion.
4. Each slide illustrates only one topic. It takes about 15-20 seconds to present each slide. 12-14 slides require about 20 minutes on average.
5. The last slide bears appreciation and contact details of the presenter, i.e. his/her email address, site, etc.
6. The slide headings are usually the main points of the presentation plan. They should be no longer than 2-7 words, created in the same style.

7. The best font for headings is **Verdana**, size 36-40.
8. There should be a balanced combination of text and illustrations.
9. The best fonts for text are **Arial** or **Tahoma**, size 24-28.
10. The text volume should not exceed 3-4 lines of maximum 5-7 words each.
11. It is advisable to use bulleted lists instead of full sentences.
12. The full text of your presentation on the slides will ensure your failure.
13. The sources of reference should be presented when an idea or concept is borrowed.
14. It is recommended to avoid abbreviations unless they are widely known.
15. Simple graphics add power to the presentation content.
16. Illustrations are good for objects; bar graphs show relationships between more than two objects; line graphs show trends and transitions; pie charts divide a whole into component parts.
17. The use of animation effects should serve its purpose; using them for just entertainment distracts the audience's attention.
18. It is advisable not to use more than 3 colors which are a good match.
19. Too much red makes the slide look aggressive; yellow is not appropriate for headings; if the background is dark, avoid using black for text.
20. The beginning of the presentation usually takes no less than 90 sec.
21. Questions, if expected, should be allotted about 25% of the presentation.
22. The rule with visuals is to present as much as necessary, as little as possible.

16 Improvement Needed

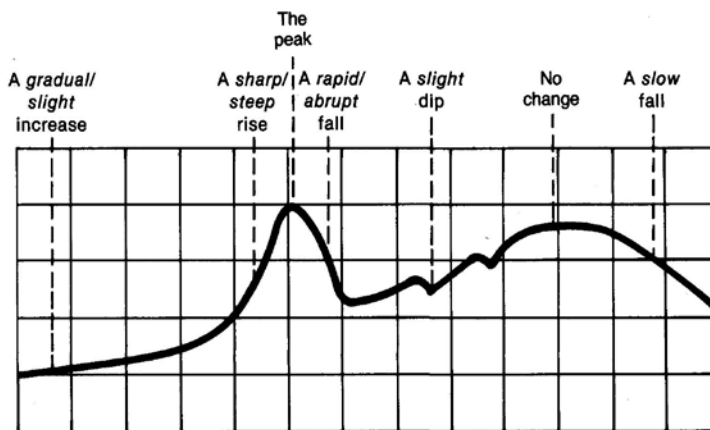
Have a look at the slides and suggest improvements in accordance with the DOs and the recommendations given in Exercise 15.

| | |
|--|--|
| <p>The main points of the presentation are:</p> <ul style="list-style-type: none"> • Some information about company • Personnel policy – benefits • Possibilities for graduating students  | <p>THE QUALITY OF TEACHING IN HIGHER EDUCATION</p> <p>ABSTRACT</p> <p>Campus teaching is not independent of campus politics. Quality of teaching is partly a function of who cares. The complexity of the disciplines taught is not justification for indifference to the needs of students-and the needs of the public, and the state, and the campus administrative offices, and the instructors. Teaching is not merely a matter of communicating but also of providing opportunity to gain skills, understandings, and capacity to persevere, some of which will be outside the comprehension of some of those who teach.</p> <p>Campus politics today seldom mirrors the Marxist, industrialist, civil rights and anti-war battles of the past. Today's macro-politics are driven by global economic causes, particularly the drawing of students away from work in their home communities to the technological and business centers of the more economically developed cities and countries. The micro-politics of teaching continues to be largely a matter of who gets to teach the courses they want to teach. Good quality of teaching requires attention to the choices in the lives of students, not only in academic specialization but choices about with whom they will have coffee and to what values they will commit their careers.</p> <p>In this paper, we support multiple evaluative efforts. We urge some but only a small amount of attention to traits and styles of instructors. We only slightly notice student outcomes. What we emphasize is instructor duty (McCormey et al., 1995). We call for personal judgment of the evaluator and urge that the instructor be viewed as a member of a teaching community. Finally, partly as a political view, we oppose using personnel evaluation to standardize campus teaching.</p> <p>Key words: higher education, teaching quality, faculty evaluation, teacher duties, competence.</p> |
| <p>C.A.1</p> <p>Analyze the plate with round hole under compressive load</p> $\sigma_{\theta\theta} = \frac{\partial^2 \phi}{\partial r^2}$ $\phi = \sum_{n=0}^{\infty} f_n(r) \cos n\theta$  <p style="text-align: center;">1 hole under comp</p> $\phi = A_0 + B_0 \ln r + C_0 r^2 + (A_2 r^2 + \frac{B_2}{r^2} + D_2) \cos 2\theta$ | |

17 Describing Visuals

17.1. Read the phrases below, mark those you can use in your lecture or presentation. Learn them.

Visuals



- Take a look at this graph.
- Let's have a look at the diagram.
- I'd like you to look at ...
- I'd like to draw your attention to ...
- Here we can see ...
- The ... represents ...
- The chart illustrates ...
- As can be seen in Figure 1, ...
- If you look closely, you'll see ...

17.2. Classify the following verbs and phrases into three categories: showing the movement (1) upwards, (2) downwards, and (3) leveled movement. Translate and learn them.

Rise, fall, decline, fluctuate, slump, level off, increase, reach the peak, climb, go up, grow, remain steady/stable, rocket, stand at, plunge, reach a low point, decrease, dip, drop.

17.3. Think of the visuals you have recently used. Complete the following sentences.

- 1) The data show that...
- 2) Their evidence demonstrates that ...
- 3) The chart shows the percentage of ...
- 4) The diagram illustrates the rise / fall of ...
- 5) According to the formula,
- 6) The flowchart indicates the number of ...
- 7) The blue-dotted line represents...
- 8) The figures in this table show ...
- 9) If you look at the top right-hand corner, ...
- 10) Let's look at the figures for ...
- 11) I would like you to concentrate on the blue column which ...

17.4. Read this presentation extract and fill in necessary prepositions.

Let's move on to the statistics. In the 1960s we spent about 25% of our household income on food, but this has now actually dropped (1) _____ 10% (2) _____ 15%. However, the proportion of the average food budget that we spend in restaurants and on takeaways has risen grammatically (3) _____ 2% (4) _____ 33% in the same period. Most importantly, I would like to point out that annual national expenditure on ready meals fluctuated somewhere (5) _____ \$250 million and \$300 million just 10 years ago, but this has now jumped (6) _____ nearly \$400 million (7) _____ almost #700 million/ This has resulted from an increase (8) _____ 100% in the numbers of single households and a decline (9) _____ the

time we spend cooking our main meal. This was around 2.5 hours in the 60s but has fallen significantly and today stands (10) _____ 15 minutes. What does all this mean for us in the packaging industry?

Source: Williams, E.J.(2008) *Presentations in English*. Macmillan. P43

18 Your Lecture

18.1. *Prepare a 15-min lecture with visuals to present to your colleagues. Follow the recommendations given in the unit. Pay attention to the structure, phrases that make it easy for the audience to follow you, and the way of delivery. Demonstrate definition techniques, and make the lecture rhetorically appealing.*

18.2. *Play the role of students. Listen to the lectures and ask questions.*

18.3. *Give feedback to your colleagues. Use the feedback form (see Appendix 3).*

Unit 5. Publishing Internationally

*Publishing your work is important.
Even if you are giving a piece to some smaller publication for free,
you will learn something about your writing.
The editor will say something, friends will mention it.
You will learn.
(Tim Cahill)*

✈ **Unit Focus:**

Characteristics of academic writing, structure of an abstract, paper structure, reviewing process

Academic Vocabulary (AE): Units 23, 31, 32, 49

Functional English: phrases for writing abstracts, avoiding plagiarism

Portfolio: abstract, bibliography

① **Academic Writing Features**

Read the text and say what information is new to you and what you already know.

There are certain linguistic characteristics of academic writing that should be taken into consideration while attempting to write in the academic context.

Academic English writing

- has a clear structure. It is evident to the reader from the introduction that the writer has organized his/her thoughts and knows what s/he wants to communicate;
- has fewer clauses per sentence than spoken English, but more words per phrase;
- has more nouns (often abstract ones) than spoken English, and fewer verbs;
- makes less use of coordination (joining clauses with *and* or *but*) and greater use of subordination (joining clauses with words such as *while*, *because*) than spoken English;
- almost always uses the third person (*he*, *she*, *it*, *they*), rarely uses first person (*I*, *we*), and never uses second person (*you*);
- makes limited use of personal pronouns for cohesion (*it*, *them*), preferring other ways of achieving cohesion;
- avoids colloquial vocabulary;
- avoids contractions (*do not* is used rather than *don't*);
- avoids words that have emotional or attitudinal connotations;
- avoids phrasal verbs, e.g. *look into*, preferring more formal words, e.g. *investigate*;
- uses linguistic “hedgies” (*probably*, *in most cases*, *seems*, *might be*) to qualify generalizations.

② **Spoken vs. Academic Written English**

Consider the differences in language use in the two texts below. They are both expressing the same idea. What makes the different?

Written text

As companies experience the need for change, they often apply human resource planning to define the relevant issues and develop responses to them. Broadly defined, human resource planning is the process of analyzing an organization's human resources needs under changing conditions and developing the activities necessary to satisfy these needs.

Spoken text

Nowadays companies are finding that they have to change the way they do things, and they're finding that human resources planning is really helpful when they have to do this. One reason why it's helpful is because it can help the companies work out what the issues are and then, when you've done that, it can help you make up your mind what you're going to do about it. Basically, human resource planning is what you do when you're going through...

3 Vocabulary Practice

3.1. Match formal academic words with their informal equivalents.

- | | |
|-----------------|----------------------|
| 1) address (v) | a) try |
| 2) attempt (v) | b) point out |
| 3) conduct (v) | c) mainly |
| 4) observe | d) wrong |
| 5) primarily | e) give attention to |
| 6) pose | f) make up |
| 7) incorrect | g) carry out, do |
| 8) constitute | h) go through |
| 9) check | i) show |
| 10) demonstrate | j) ask |

3.2. Write your own sentences with them.

4 Paper Template

4.1. Read the template for an electronic version of a paper and answer the following questions.

1. Why are the specifications given?
2. What should not be changed in the template?
3. Is it advised to write your paper in this template or use it for formatting when your paper has been written?
4. Where are you supposed to define abbreviations?
5. What do SI(MKS) and CGS mean?
6. What fonts are appropriate for equations?
7. How should equations be numbered?
8. How does the style of headings differ?
9. Where are figures and tables placed in the text ?
10. How are references indicated in the text?
11. If the authors are from the same university, but from different departments, should you indicate the departments?
12. In what case do you use *et al.*?

13. What are the capitalization rules for paper titles in reference lists?

⑤ Common Mistakes

5.1. Read *Some Common Mistakes* section again. Use a dictionary to find the difference between the given words.

5.2. Complete the sentences with one of the given words.

1) inset-insert

1. _____ your ATM card in the slot to begin your transaction.
2. The city map has an _____ in the corner showing the downtown area in more detail.

2) alternatively – alternately

1. We could go to the Mexican restaurant, or _____, we could try that new Italian place.
2. The movie is _____ depressing and amusing.

3) essentially – approximately – effectively

1. The job will take _____ three weeks to do.
2. _____ she's saying that she is not interested in seeing you again.
3. Though barely winning election, he governed _____ and was reelected.

4) affect-effect

1. Will the rainy weather _____ the election results?
2. Cold water slows hurricane growth, but warm water has the opposite _____.
3. The new management actually has not had much _____ on us.

5) imply-infer

1. He _____ that the error was mine. (past form)
2. He _____ that she was not interested in a relationship from what she said in her letter. (past form)
3. Democracy _____ free elections.

Paper Title* (use style: *paper title*)

Subtitle as needed (*paper subtitle*)

Authors Name/s per 1st Affiliation (*Author*)

line 1 (of *Affiliation*): dept. name of organization

line 2-name of organization, acronyms acceptable

line 3-City, Country

line 4-e-mail address if desired

Authors Name/s per 2nd Affiliation (*Author*)

line 1 (of *Affiliation*): dept. name of organization

line 2-name of organization, acronyms acceptable

line 3-City, Country

line 4-e-mail address if desired

Abstract — This electronic document is a “live” template and already defines the components of your paper [title, text, heads, etc.] in its style sheet. ***CRITICAL: Do Not Use Symbols, Special Characters, or Math in Paper Title or Abstract.** (*Abstract*)

Keywords—*component; formatting; style; styling; insert (key words)*

Introduction (HEADING 1)

This template, modified in MS Word 2007 and saved as a “Word 97-2003 Document” for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

Ease of Use

Selecting a Template (Heading 2)

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size. If you are using US letter-sized paper, please close this file and download the file “MSW_USltr_format”.

Maintaining the Integrity of the Specifications

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

Prepare Your Paper Before Styling

Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive.”
- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
- Do not mix complete spellings and abbreviations of units: “Wb/m²” or “webers per square meter,” not “webers/m².” Spell units when they appear in text: “...a few henries,” not “...a few H.”
- Use a zero before decimal points: “0.25,” not “.25.” Use “cm³,” not “cc.” (*bullet list*)

Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Identify applicable sponsor/s here. If no sponsors, delete this text box (*sponsors*).

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$a \square \square \square b \square \square \square \square$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “(1),” not “Eq. (1)” or “equation (1),” except at the beginning of a sentence: “Equation (1) is ...”

Some Common Mistakes

- The word “data” is plural, not singular.
- The subscript for the permeability of vacuum \square_0 , and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o.”
- In American English, commas, semi-/colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an “inset,” not an “insert.” The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
- Do not use the word “essentially” to mean “approximately” or “effectively.”
- In your paper title, if the words “that uses” can accurately replace the word using, capitalize the “u”; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones “affect” and “effect,” “complement” and “compliment,” “discreet” and “discrete,” “principal” and “principle.”
- Do not confuse “imply” and “infer.”
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”
- The abbreviation “i.e.” means “that is,” and the abbreviation “e.g.” means “for example.”

An excellent style manual for science writers is [7].

Using the Template

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your

conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

Authors and Affiliations

The template is designed so that author affiliations are not repeated each time for multiple authors of the same affiliation. Please keep your affiliations as succinct as possible (for example, do not differentiate among departments of the same organization). This template was designed for two affiliations.

For author/s of only one affiliation (Heading 3): *To change the default, adjust the template as follows.*

Selection (Heading 4): *Highlight all author and affiliation lines.*

Change number of columns: *Select the Columns icon from the MS Word Standard toolbar and then select “1 Column” from the selection palette.*

Deletion: *Delete the author and affiliation lines for the second affiliation.*

For author/s of more than two affiliations: *To change the default, adjust the template as follows.*

Selection: *Highlight all author and affiliation lines.*

Change number of columns: *Select the “Columns” icon from the MS Word Standard toolbar and then select “1 Column” from the selection palette.*

Highlight author and affiliation lines of affiliation 1 and copy this selection.

Formatting: *Insert one hard return immediately after the last character of the last affiliation line. Then paste down the copy of affiliation 1. Repeat as necessary for each additional affiliation.*

Reassign number of columns: *Place your cursor to the right of the last character of the last affiliation line of an even numbered affiliation (e.g., if there are five affiliations, place your cursor at end of fourth affiliation). Drag the cursor up to highlight all of the above author and affiliation lines. Go to Column icon and select “2 Columns”. If you have an odd number of affiliations, the final affiliation will be centered on the page; all previous will be in two columns.*

Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include ACKNOWLEDGMENTS and REFERENCES, and for these, the correct style to use is “Heading 5.” Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract,” will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, con-

versely, if there are not at least two sub-topics, then no sub-heads should be introduced. Styles named “Heading 1,” “Heading 2,” “Heading 3,” and “Heading 4” are prescribed.

Figures and Tables

Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1,” even at the beginning of a sentence.

TABLE I. TABLE STYLES

| Table Head | Table Column Head | | |
|------------|------------------------------|----------|----------|
| | Table column subhead | Sub-head | Sub-head |
| copy | More table copy ^a | | |

^a Sample of a Table footnote. (*Table footnote*)

^b

Fig. 1. Example of a figure caption. (*figure caption*)

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi resolution TIFF or EPS file with all fonts embedded) because this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord “Format” pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization,” or “Magnetization, M,” not just “M.” If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization (A (m(1),” not just “A/m.” Do not label axes with a ratio of quantities and units. For example, write “Temperature (K),” not “Temperature/K.”

Acknowledgment (HEADING 5)

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g.” Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”. Put sponsor acknowledgments in the unnumbered footnote on the first page.

References

The template will number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in [3]—do not use “Ref. [3]” or “reference [3]” except at the beginning of a sentence: “Reference [3] was the first ...”

Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors’ names; do not use “et al.”. Papers that have not been published, even if they have been submitted for publication, should be cited as “unpublished” [4]. Papers that have been accepted for publication should be cited as “in press” [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

- [1] G. Eason, B. Noble, and I.N. Sneddon, “On certain integrals of Lipschitz-Hankel type involving products of Bessel functions,” *Phil. Trans. Roy. Soc. London*, vol. A247, pp. 529-551, April 1955. (*references*)
- [2] J. Clerk Maxwell, *A Treatise on Electricity and Magnetism*, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.
- [3] I.S. Jacobs and C.P. Bean, “Fine particles, thin films and exchange anisotropy,” in *Magnetism*, vol. III, G.T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271-350.
- [4] K. Elissa, “Title of paper if known,” unpublished.
- [5] R. Nicole, “Title of paper with only first word capitalized,” *J. Name Stand. Abbrev.*, in press.
- [6] Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, “Electron spectroscopy studies on magneto-optical media and plastic substrate interface,” *IEEE Transl. J. Magn. Japan*, vol. 2, pp. 740-741, August 1987 [*Digests 9th Annual Conf. Magnetics Japan*, p. 301, 1982].
- [7] M. Young, *The Technical Writer’s Handbook*. Mill Valley, CA: University Science, 1989

⑥ Abstract Writing

6.1. Read the information in the box. Are there any differences in Russian?

① What's this?

An **abstract** is a short piece of academic writing (as a rule, about one paragraph long) aimed at telling the reader the essence of your research article. If done well, it makes the reader want to learn more about your research.

Generally, it communicates only the main points:

- why you did the research (**theme, motivation / purpose, problem statement**)

Why do we care about the problem? What practical, scientific, theoretical gap is your research filling?

- how you did it (**methodology / approach / procedure**)

What did you actually do to get your results? (e.g. *conducted 5 lab experiments, calculated the results of the lab test, interviewed 17 students*).

- what you found (**results / findings**)

As a result of completing the above procedure, what did you learn /invent /create?

- what you concluded (**conclusion / implications**)

What are larger implications of your findings for the field of the study?

6.2. Read and analyze the following abstract using the information given in “What's this?” box. Write out key words. Divide the text into three parts:

- why the person does this study (*purpose*)
- what the procedure is (*methodology*)
- what s/he achieved (*results*).

The problem of detecting gravitational radiation is receiving considerable attention with the construction of new detectors in the United States, Europe, and Japan. The theoretical modeling of the wave forms that would be produced in particular systems will expedite the search and analysis of the detected signals. The characteristic formulation of GR is implemented to obtain an algorithm capable of evolving black holes in 3D asymptotically flat spacetimes. Using compactification techniques, future null infinity is included in the evolved region, which enables the unambiguous calculation of the radiation produced by some compact source. A module to calculate the waveforms is constructed and included in the evolution algorithm. This code is shown to be second-order convergent and to handle highly non-linear spacetimes. In particular, we have shown that the code can handle spacetimes whose radiation is equivalent to a galaxy converting its whole mass into gravitational radiation in one second. We further use the characteristic formulation to treat the region close to the singularity in black hole spacetimes. The code carefully excises a region surrounding the singularity and accurately evolves generic black hole spacetimes with apparently unlimited stability.

Source: Luis Lehner, "Gravitational radiation from black hole spacetimes" Ph.D. University of Pittsburgh, 1998 DAI-B 59/06, p. 2797, Dec 1998 <http://www.unc.edu/depts/wcweb/handouts/abstracts.html>

6.3. Read the abstract and identify

- *the topic of the paper (what it is about)*
- *its main idea (what the author wants to say about the topic)*
- *how the text is organized (listing, time order, comparison – contrast, cause – effect)*
- *what the underlined word “this” refers to.*

Ballistic re-entry vehicle (RV) precession stoppage phenomenon is investigated analytically, and several postulated reasons for its occurrence are discussed. Both analytical solutions and six-degree-of-freedom (6DOF) simulations are presented. In addition to the familiar phenomenon of roll through zero (RTZ), roll near zero (RNZ), and angle-of-attack divergence, there are four aerodynamic forcing functions that are formed to be particularly interesting and significant since they can induce the so-called “space-fixed-trim” phenomenon, i.e. the lift vector becomes momentarily stationary in space. These four forcing functions are: a) a shift from body-fixed to wind-fixed trim moment in high q environments, b) RV with transient unstable aerodynamic stability durative, c) trim plane migrations induced by a series of asymmetric nose spallations, and d) a Magnus-type out-of-plane moment in conjunction with the wind-fixed moment induced by ablation lag phenomena. When this occurs, the trajectory deflection becomes prohibitively large. According to the presented analytical/numerical results, the initial spin rate can be crucial for the magnitude as well as the direction of the RV dispersion. Finally, some possible physical mechanisms which would cause RV precession stoppage are suggested.

Source: Lin, T.C. et al (1982) *Ballistic Re-entry Vehicle Dispersion Due to Precession Stoppage* // *Spacecraft*, Vol.21, Nj.4. p330

6.4. *Underline phrases that signal a) the subject of the research, b) listing, and c) showing reference. Write out phrases that you can use in abstract writing.*

7 Vocabulary Practice

7.1. *Classify the following phrases into two groups: (1) those introducing the subject of the study and (2) those considering the results obtained.*

1. The mechanism of ... has been fully confirmed.
2. Research into ... has been done.
3. These data favor the assumption that ...
4. The parameters of ... have been presented.
5. The results obtained suggest an alternative mechanism of ...
6. Evidence for ... was provided.
7. The values of ... were estimated.
8. The components of ... are examined.
9. The validity of ... is established.
10. The consistency of the assumption of ... was tested.
11. A series of experiments on ... were performed.
12. The idea of ... has been further supported.
13. The function of ... has been considered.
14. The phenomenon of ... has been discussed.

8 Your Abstract

Write an abstract of your paper to be presented at a conference. Use the phrases suggested below. Remember to mention the three components of an abstract.

Phrases for Abstracts

Subject and methods

- the mechanism of ... was investigated using the method /technique of ...

Results

- the interaction between ... has been determined

- | | |
|---|---|
| <ul style="list-style-type: none">• the structure of ... has been studied by (the method of...)• the phenomenon of ... was analyzed (by means of ...)• the process of ... has been examined making use of the technique of ...• the function of ... has been analyzed by ... | <ul style="list-style-type: none">• the parameters of ... were calculated• some information concerning ... has been obtained• the properties of ... were evaluated• it has been found that ...• it was shown that ...• it has been established that ...• it was suggested that ...• the conclusion has been made that ...• an assumption was made that ...• a suggestion has been made that ...• the results suggest that ...• the results indicate that ... |
|---|---|

Tip: Use either Past Indefinite or Present Perfect Passive (e.g. *was done* - *have been done*, *was conducted* - *have been conducted*)

These sites may be useful:

http://www.olemiss.edu/depts/writing_center/grabstract.html contains good information about abstracts, dos and don'ts

<http://leo.stcloudstate.edu/style/transitioncues.html> contains a list of transitions

⑨ Academic Vocabulary

9.1. Do the exercises from Units 23, 31, 32, 49 (AE).

9.2. Translate the following phrases into Russian. Use them in your own sentences.

1. an extensive body of literature
2. be attributed to
3. lay the foundations
4. the essence of the experiment
5. come to valid conclusions
6. a new perception of
7. provide a different viewpoint on the topic
8. the first comprehensive survey of
9. a ground-breaking discovery
10. could be viewed as contradictory
11. a crucial stage in give credit to
12. be concerned about the validity of
13. should be acknowledged
14. seminal work

⑩ Paper Titles

Rewrite these paper titles to make them clear and concise. Pay attention to capitalization. Example: *research into the influence of high-speed particles on construction*

elements of spacecraft = Research into the Influence of High-Speed Particles on Spacecraft Construction Elements

- 1) new technology of manufacturing of metal rubber material
- 2) reception of radio signal from microsattellites
- 3) experimental study of new onboard computer installed in GLONASS-M
- 4) on the choice of the structure of algorithm of the system for radio-navigation
- 5) the analysis of sensitivity of burning of solid rocket fuel
- 6) design of protection of space vehicles for reduction of the influence of particles of artificial and natural origin while carrying out space experiments

11 Paper Review

11.1. Read the text and give headings to the following paragraphs and sets of questions.

11.2. Discuss with your colleagues what steps a writer should undertake to get published in an international journal.

1. _____

In order to maintain their reputation and academic integrity, many journals practice anonymous peer review. This means that at least 3 people review each article that is submitted to the journal. Both the author and the reviewers' identities are kept a secret. The decision on publication is made on the basis of the reviewers' recommendations and Editorial Board's final judgment. The article can either be rejected or accepted, or accepted with revisions.

2. _____

In all cases, the reviewers' anonymous feedbacks are usually sent to the author with a careful and thorough evaluation of the academic strengths and weaknesses of the article, comments, and suggestions for improvement.

3. _____

The article can be rejected for any of the following reasons:

- the article is not relevant to the journal field;
- there are gaping flaws in the argument presented that cannot be corrected without extensive re-writing;
- the article does not add to existing literature on the subject;
- plagiarism.

4. _____

Reviewers are asked to evaluate the content of the article, its structure, and the style and grammar. The content of the article is, undoubtedly, the most important aspect. However, a poorly structured article spoils the impression of the article even if it raises interesting issues or provides a good argument. Article structure alone or poor grammar are not reasons enough to reject an article. Usually, questions of style and grammar can be easily modified. The author should also follow the format and layout required in the journal s/he is writing for not to have the publication rejected.

Giving Lectures in English. Supplement

5. While reading an article, reviewers have to answer a set of questions concerning first, _____:

- Is the thesis clearly stated, interesting, novel, and well-formulated?
- Are the arguments clearly supported by the evidence?
- Does the conclusion follow from the premises?
- Are the sources reliable, recent, and recognized?

second, _____

- Is the premise of the article clearly stated in the introduction?
- Has the author set out his/her argument in the introduction?
- Do the sections, sub-sections, and paragraphs logically follow each other?
- Is there sufficient signposting in the article so that readers can follow the argument being made effortlessly?
- Does the paper achieve what it sets out to?

and finally, _____

- Is the article well-written, and if not, would it be reasonably easy to improve?
- Does the article need heavy copy-editing?
- Is there evidence of inadequate command of English that the author will need advice on?
- Does the referencing system used reflect the journal style sheet?

6. _____

The Editorial Board's decision largely depends on the reports of the reviewers. If the decision is "accept with revisions," the author should carefully read the recommendations, make changes to improve the article, and submit the paper again.

Below you can see a letter of the Editor and a reviewer's report.

7. _____

Dear Doctor N,

We have received the reports from our advisors on your manuscript, "XXX," which you submitted to.

Based on the advice received, the Editor feels that your manuscript could be reconsidered for publication should you be prepared to incorporate major revisions. When preparing your revised manuscript, you are asked to carefully consider the reviewer comments which are attached, and submit a list of responses to the comments. **YOU ARE KINDLY REQUESTED TO ALSO CHECK THE WEBSITE FOR POSSIBLE REVIEWER ATTACHMENTS!**

8. _____

Reviewer #3: Report for the manuscript # by N.

The paper deals with an interesting problem of XXX... The subject of the paper is original, fulfills completely the scope of the Journal and is quite interesting, especially in view of some possible practical applications.... It seems to me that the author handles in quite a satisfactory way the theoretical tools. However, I would like to make one major and one minor remark concerning the manuscript.

(1) My major remark. The manuscript must be carefully proofread, corrected and rewritten. There are a lot of mistakes in the way some English words are used. The author should be provided with help in rewriting his contribution in correct English....

(2) My minor remark. There are many interesting papers in the international bibliography dealing with XXX. Some of them have been published during the last ten or fifteen years. I think that for historical reasons and for the completeness of the paper, a part of this work done so far must be mentioned in the text (Introduction or section 1). Therefore, it is important that the author enriches the list of references. In order to help him, I just mention a few of these papers...

NOTE: The text of the review was kindly shared by one of the course participants.

Avoiding Plagiarism

Reference to source materials

- I shall make a reference to ...
- As noted in ...
- The ideas were set out in /by ...
- The study draws primarily on ...
- I would like to cite ...
- According to ...
- The paper draws its data from ...

Reporting what others say

- X explains how ..
- X argues that ...
- X questions ...
- X puts forward / proposes ...
- X demonstrates / shows ...
- X emphasizes / stresses / highlights ...
- X describes ...
- X states that ...

12 Improvement Needed

12.1. Below is the list of references to an article. Read it and answer the following questions.

- 1. How many types of publications are presented in the list?*
- 2. Can you spot any inconsistencies in the format of the references? What are they?*
- 3. Are the conventions different from Russian way of referencing?*

References

1. Ajluni, C. (1999). Engineers can Communicate! *Electronic Design*, 47(26), Penton Publishing.
2. Carnevale, A. P., Gainer, J. L., Meltzer, S. A. (1990). *Workplace Basics: The Essential Skills Employers Want*. American society for Training and development, San Francisco, Jossey-Bass Publishers.
3. Dubbey, J. M. 1992. Internal Evaluation Methods in Engineering. *South African Journal for Higher Education*, (6) 3.
4. Frey, J. & Finan, W. (1991). Engineering Education in Japan: A Career-Long Process. *Journal of American Society for Engineering Education*.
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6. Graves, N., & Varma, V (eds) (1997). Working for a Doctorate: A Guide for the Humanities and Social Sciences. London: Routledge.
7. Mainwaring, D., & Markowski, K. (1991). Cultural Factors in the Structure and Content of European Studies. *European Journal of Engineering Education*, (16) 4.
- 8.

9. Martin, E. & Ramsdin, P. (1996). Recognition of Good University Teaching: Policy from an Australian Study. <http://ultibase.rmit.edu.au/> last accessed in January 2004.

Source: Kuznetsova, L. & Suchkova, S. (2011) *Academic English for Students of Social Sciences*. St Petersburg.

12.2. Find out requirements to bibliography in the journal you would like to get published in. What style is used in the journal? Make a reminder for yourself about the conventions. Keep it in your Portfolio.

12.3. Share the conventions of referencing with your colleagues.

❗ What's this?

Bibliography list (references) is very important for writing a research paper or an article. You should always record the names of the author(s) or editor(s), the full title, edition, latest copyright or revision date, place of the publication, and the name of the publishing house. If it is an article from a journal, record its title, number of issue, and pages.

The sources are arranged in the alphabetical order of the authors' surnames. If you give more than one reference by the same author, the earlier dated reference should appear first. References to one author are normally listed before those of joint authorship of the same author.

13 Progress Card

13.1. Put a check (✓) if you agree with the statements 1-11; add more information in blank lines 12-17.

| I have learnt | Put a check |
|--|-------------|
| 1) how to write a business card | |
| 2) how to introduce myself and others | |
| 3) how to structure a speech | |
| 4) how to write a bio | |
| 5) how to write a CV | |
| 6) how to write an abstract | |
| 7) how to give definitions in different ways | |
| 8) how to create slides | |
| 9) how a speech is different from a written text | |
| 10) to talk about my research | |
| 11) more about lecturing method | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |

SUPPLEMENT

① Rhetoric Techniques

Read the text and answer the questions.

1. Why is it important to acquire and apply various techniques in a presentation?
2. Which of the techniques do you think is/are the most effective? Why?
3. Which one(s) have you already tried out or would like to try?

Of course, the content of your presentation is crucial. You can't give a good presentation unless you have something to say. However, to create impact on the audience, you also need to develop your ability to pace your speech and use your voice. You have the power both to kill the message and to enhance it a hundred times beyond its worth. Among other important skills a presenter should master is the efficient use of various techniques that attribute to the success of a presentation, too. Every speaker has a set of "tricks of the trade" which he or she holds dear. Here are some of them.

Emphasizing

You can make a presentation more persuasive by using simple intensifiers to emphasize your points, such as *definitely, certainly, absolutely, extremely, obviously, actually*, etc. Cleft sentences are also a common way of highlighting key information, e.g. *What made him a brilliant orator was his art of improvisation. It is not because things are difficult that we do not dare; it is because we do not dare that things are difficult.* (Seneca the Elder) You can dramatically change the significance of what you say by stressing the words which would normally be unstressed or contracted, e.g. "Try hard, and you WILL succeed," or "Try hard, and YOU will succeed." You can create different effects by placing emphasis on particular words and phrases, varying the speed of speaking, pausing in the right places, making full use of the rise and fall of your voice.

Exaggeration and understatement

Very often speakers try to impress or influence the audience by overstating or understating some viewpoint, statement, or idea. Phrases like *all, everyone, millions of, not a single, hardly ever* are regularly used.

Softening

As well as being able to emphasize important parts, you sometimes need to reduce the force of points which are less significant. "Softeners" like *a little, rather, a bit, more or less, slightly*, etc. are extremely useful when you are uncertain of your facts or want to be diplomatic. For this purpose, use also hedging phrases, such as *it seems to be, it appears to be, it is believed that*, etc.

Repetition

Repetition is one of the most powerful techniques in a presentation. Sometimes it is not *how* you say it, but how *often* you say it that makes the difference. Key points are usually repeated as well as such words as *very, much*.

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Rhetorical questions

It is often more interesting to present your ideas as questions rather than direct statements. Questions involve the listeners. They also make your presentation more conversational and create anticipation in the minds of your audience.

Conscious use of personal pronouns

Speakers always want to make the audience agree with their viewpoints. The deliberate use of including or excluding pronouns can help you do this. Using *we*, you indicate that you are part of the audience and invite them to be on your side and agree with your statements/ideas. Pronoun *you* may not be necessarily persuasive.

Dramatic contrasts

Good presenters frequently make use of dramatic contrasts to reinforce the point they are making. If you can make your point with two strongly opposing ideas, you will immediately get the attention of your audience. A lot of famous quotations take the form of dramatic contrasts, for example, “Wise men talk because they have something to say; fools, because they have to say something.” (Franklin D. Roosevelt)

Quotations from well-known sources

To link with the audience, many speakers use quotations from the Bible, television, movies, and also proverbs and clichés, for example: *turn the other cheek; I'll be back!; a bird in the hand is worth two in the bush*, etc. But do not overdo with them, or you will lose originality.

Tripling

Good presenters frequently chunk important points in threes, for example, “What we need now is time, effort, and money.” Lists of three are especially memorable.

Figurative language

Using figurative language is a powerful rhetorical device. “There is no magic like the magic of words,” said Anatole France. When we create a picture in the mind of the listener, we help him/her visualize the information, thus making it memorable. Among the most popular techniques are *metaphors* and *similes*, describing two unrelated things using *comparison*; and *personification*, giving human qualities to non human or inanimate things. For instance, “If speech is the working clothes of thought, eloquence is its evening wear.” (Skliel, pseudonym)

Simplification

Try to adopt the K.I.S.S. principle (Keep It Simple and Short). As a general rule, the simpler what you say is, the more impact it will have. Sometimes, by cutting out all but the most important words, you can have a powerful effect.

Choose the techniques that suit you best and work on perfecting them. Once you have mastered the basic techniques, you have learned how to give real expressive power to your presentation.

Adapted: Suchkova, S. (2007) Cicero's Secrets: or how to become a successful public speaker. Самара: Офорт. p 22-24.

② Body Language

2.1. *Work in pairs. Express some of the following statements using only physical gestures. Ask your partner to identify the meaning of your gestures.*

- I am bored.
- I'm really sorry.
- I am nervous.
- Wait.
- I am in a hurry.
- I welcome you.
- Please, sit down.
- Goodbye.
- I am sorry for the interruption.
- Thank you.

2.2. *Test yourself. Read the list of typical mistakes speakers make and ask yourself, "Do I sometimes behave like that?" Don't forget: posture and gestures reflect what you think about yourself.*

1. Avoiding eye contact:

- Looking at the ceiling, out of the window, at the notes, at the slides, etc.
- Staring at one member of the audience, or at only one section of the room

2. Avoiding friendly facial expressions:

- Maintaining a serious, unchanging facial expression
- Avoiding smiles

3. Making distracting body movements:

- Pulling on your sleeves
- Pacing back or forth or shuffling your feet
- Taking your hands in and out of your pockets
- Playing with objects in your hands

4. Avoiding the use of hand gestures:

- Grasping your hands behind your back or in front of you
- Keeping your hands in your pockets or "glued" to your side

5. Other distracting behaviors:

- Laughing nervously
- Fiddling with your hair
- Grooming

6. Lacking conviction, energy, and enthusiasm.

- Speaking in monotone
- Having the same volume and pace of speech

③ Words and Sounds

3.1. *Read the pairs of words aloud, paying attention to the articulation of the sounds.*

| | |
|------------|--------------|
| Pete – pit | cut - cart |
| seat – sit | pot –port |
| beat – bit | cot – caught |
| pet – pat | cock -cork |
| set – sat | bed - bet |

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| | |
|-------------|------------|
| bet - bat | let – led |
| luck – lark | back – bag |
| duck – dark | pet-bet |

3.2. Read aloud the pairs of words several times, each time faster.

| | |
|-------------|---------------|
| vest – west | teach – cheat |
| sin - thin | din-ding |
| is – this | then - when |
| just -dust | very – well |
| thin – fin | fig - Vic |

3.3. Read the sentences; check the pronunciation of the words in the dictionary, if necessary.

1. There was a row among the oarsmen about how to row.
2. Upon seeing the tear in the painting I shed a tear.
3. The soldier decided to desert his dessert in the desert.

3.4. Practice the tongue-twisters; vary tempo, pitch, and attitude.

- Mary married an American. (*surprised, angry, quiet, joyful*)
- - I can think of six thin things. Can you? (*proud, careless*)
- Yes, I can think of six thin things and of six thick things, too.
- Betty Botta bought some butter. (*surprised, sad, quiet, joyful*)

④ “Paint” with Voice

4.1. Work in groups of 3. Take turns and say “yes” in the way explained in parentheses. Let your partners guess what you mean. Intonation and facial expression are important for conveying the message.

- | | |
|---|------------------------------------|
| • Yes, (but I’m not really sure). | • Yes! (Really! It’s true!) |
| • Yes? (Who’s next, please?). | • Yes! (I will marry you). |
| • Yes! (I passed the test with an A!) | • Yes. (Of course not, you idiot.) |
| • Yes. (I told you a lie, and I’m sorry). | • Yes. (Sure, I’ll help you.) |
| • Yes? (Will you agree to my offer?) | • Yes. (Don’t worry.) |

4.2. Read the following poems aloud in the way recommended.

- poem 1 - as if you are secretive, irritated, indifferent, scared, calm, amused;
- poem 2 - as if it is a love poem, a sports coverage, a fairy tale, a tragic story, an advertisement;
- poem 3 - as if you are a bee, a mosquito;
- poem 4 - as if you are a cloud, a bear; combine it with movements.

1. If no thought
Your mind does visit,
Make your speech
Not too explicit.
(Piet Hein)

2. The sweetest sounds I’ll ever hear
Are still inside my head.
The kindest words I’ll ever know
Are waiting to be said.
(R.Rodgers)

3. Isn't it funny
How a bear likes honey?
Buzz! Buzz! Buzz!
I wonder why he does.
(A. Milne)

4. How sweet to be a Cloud
Floating in the Blue!
It makes him very proud
To be a little cloud.
(A. Milne)

5 Stress

Read the sentences in the way they make up jokes.

Tip: All the jokes depend on how you say something – a change in the stress of one or two words – *along the road* and *a long road*.

1. - Why are the fishmongers so mean?
- Because their job makes them *sell fish* / *selfish*.
2. Instructor: Tomorrow you can fly *so low* / *solo*.
Trainee: How low?
3. 1st woman: Men are all *alike* / *I like*.
2nd woman: Yes, men are all *alike* / *I like*.

Source: George Woolard (2001)

6 Pauses

6.1. *Read the sentences, paying attention to punctuation marks. Translate them.*

1. Panda eats, shoots, and leaves.
2. Panda eats shoots and leaves.
3. A woman, without her man, is nothing.
4. A woman: without her, man is nothing.
5. Let's eat Grandma.
6. Let's eat, Grandma.

6.2. *Read the sentences, put a comma (,) where a pause should be made. Compare the results with your partner's. Read the sentences aloud. Translate them.*

1. Becky teased the boy with a fluffy duck.
2. The kids who got ice-cream were very happy.
3. The student said the teacher is crazy.
4. Obey Martin.

7 Emphasis

7.1. *Read the quotes, stressing certain words and making pauses to emphasize important information.*

1. "Tell me and I'll forget, show me and I'll remember, involve me and I'll learn."
(Chinese proverb)
2. " [in answer to the question 'Which of the languages you speak do you consider the most beautiful?'] "My head says English, my heart, Russian, my ear, French."
(V. Nabokov)
3. "There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave." (D. Carnegie)

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4. If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now. (Woodrow Wilson)
5. Be sincere; be brief; be seated. (Plato)
6. I quote others only in order the better to express myself. (Michel de Montaigne)
7. The right word is effective, but no word was ever as effective as a rightly timed pause. (Mark Twain)

7.2. *Find quotes of famous people in your field of study or those you can use in your lecture. Bring them to class to share. Read them aloud and make them emphatic.*

8 Rhythm

8.1. *Read the sentences. Follow the same rhythm. Tip: Words in capitals should be stressed.*

BROWN GIVES LECTURES.

Mr. BROWN GAVE a LECTURE.

Mr. BROWN has GIVEN a LECTURE.

Mr. BROWN is GIVING a LECTURE.

Mr. BROWN must be GIVING a LECTURE.

Mr. BROWN must have GIVEN a LECTURE.

8.2. *Read the poems as if you are going up / down a staircase. Keep to the rhythm.*

We live without poetry, music and art;
We may live without conscience, and live without heart;
We may live without friends; we may live without books;
But civilized man cannot live without cooks.

He may live without books, - what is knowledge but grieving?
He may live without hope, - what is hope but deceiving?
He may live without love, - what is passion but pining?
But where is the man that can live without dining?
(O.Meredith)

9 Presenter's Behavior

9.1. *Reconstruct sentences to get advice to a presenter.*

1. TBS sequence: / and speak / breathe / Follow / think
2. your balance: / unlocked / head up / and shoulders / knees / released down / Find
3. Use / that / gestures and body language / drive / message home / visually / your
4. an / the / every / eye-contact / member / audience / Keep / with / of
5. to the response / of the audience / your behavior / Adjust
6. Speak / use / clearly and audibly; / vocal variety / to your presentation / to add power and impact
7. Speak / speak / don't / in a natural tone / in a monotone / of your voice;
8. your speech / in front of / a mirror / or / Rehearse / video camera / aloud
9. for feedback; / you improve / speaking skills / Ask / it will help

CLASSROOM ENGLISH

Greetings

1. Good morning/afternoon, everybody.
2. Hello, everyone. I hope you are all feeling fit today.

Checking attendance

1. Who is missing?
2. Who isn't here?
3. You weren't at the last lesson, N, were you?
4. Who was away last Friday?

Starting work

1. Why don't we start?
2. Let's start, shall we?
3. Now we can get down to some work.
4. Let's get down to work, shall we?

Setting time

1. You have five minutes to complete this.
2. You will have to finish in a minute.
3. I'll have to stop you in two minutes.
4. Your time is up now, I am afraid.
5. I don't think we have got time.
6. We still have a couple of minutes left.
7. It seems we have two or three minutes to spare.
8. We've run out of time, but we'll go on with this ... next time.

Asking to take notes

1. Could you take/get/write/copy that down.
2. Please, make notes.
3. Jot that down somewhere so that you don't forget it.

Checking understanding

1. Can you all hear?
2. Is it clear enough?
3. Can you follow me?
4. Does it make sense?
5. Are you with me?
6. Would you like anything explained?
7. I'd like to point out some difficulties.
8. Are you all clear about what you have to do?

Explaining

1. The idea of this task is to ...
2. Let's start with a look at the difficulties in the ...
3. This means more or less the same as " ".
4. The meaning of this sentence is something like " "

Checking comprehension

1. What does " " refer to in this sentence?
2. In what sense is " " used here?
3. Could you give me a brief summary of the contents?
4. Can you give me the main ideas of the ... in a nutshell?
5. What does it mean in this context

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Organizing class

1. Step aside so that the class can see what you have written.
2. Look over here, please.
3. Could you look up for a moment?
4. Can I have your attention for a moment, please?
5. Work on your own, please.
6. Everybody on his own/ by himself, please.
7. Work in pairs / groups of three, please.
8. Take it in turns, please, starting here.
9. Don't keep turning round, please.
10. No cheating, please.
11. Be quiet, please! Keep quiet, please!
12. Don't all answer together, please.
13. One at a time, please.
14. Could you sort it out after the lesson?

Request to speak louder

1. Will you speak louder, please?
2. Could you speak up?
3. Say it louder, please.
4. Speak more clearly.

Request to repeat

1. Sorry? What did you say?
2. Pardon? What was that?
3. I missed that. What did you say?
4. Sorry, I *can't* hear you. (I *don't* hear is *wrong*)
5. I didn't quite hear/catch what you said.

Progress in work

1. Let's get back to what we were doing...
2. To continue what I was saying...
3. To pick up where I left off, ...
4. While I am thinking/think about it, ...
5. While we are on the subject, ...
6. Where did we stop last time?
7. Let me refresh your memory. Last time we talked about...
8. Let's revise some of the things we did last time.

Transitions

1. Right. Now we shall do some group-work.
2. Good. I think we can leave it there for a while.
3. OK. Finally, a brief word about next Monday.

Providing options

1. Which topic would you like to take?
2. Is there a particular topic you are interested in?
3. It's up to you to choose.
4. I'll leave it up to you to pick your topic.
5. I don't mind either way.

Offering help

1. Who needs help?
2. How are you getting on/along?
3. I'll help you if you get stuck.
4. Let me know if you run into a problem.

Encouragement and confirmation

1. Good. NB “Good” doesn’t necessarily suggest a brilliant answer, just that the teacher is acknowledging what the student said.
2. Right you are.
3. Quite right.
4. That’s the way.
5. Yes, you’ve got it.
6. You’ve got the idea.
7. That’s correct.
8. Excellent.
9. Terrific.
10. Fantastic.
11. Well done.
12. That’s exactly the point.
13. Not really.
14. I’m afraid that’s not quite right.
15. You can’t say that, I’m afraid.
16. Good try, but not quite right.
17. Could be.
18. It depends.
19. It might be, I suppose.
20. In a way, perhaps.
21. That’s better.
22. That’s more like it.
23. Have another try.
24. Almost right.
25. That’s almost it.
26. You are on the right track.
27. There’s no need to rush.
28. Have a guess if you don’t know.
29. Don’t worry.
30. You are getting better at it all the time.
31. There’s room for improvement.
32. A bit more effort, please.

Setting homework

1. One more thing before you go ...
2. I’m not going to set (you) any homework this time.
3. Could you finish this off at home?
4. Learn (about) ... because I’ll be giving you a test on the topic in the next lesson.
5. You can expect a test on this in the near future.

Finishing the class

1. I’ll be seeing some of you again after the break.
2. See you tomorrow afternoon again.
3. Have a nice weekend.
4. Enjoy your holiday.
5. There’s been a change of room for next week. We’ll be meeting in Room 103 instead.
6. The 4-th period has been cancelled next Thursday.
7. My colleague will be covering for me/ will take over.

CONVERSATION GAMBITS

| | | |
|-----------------------------------|---|--|
| To make general statements | <ul style="list-style-type: none"> •as a rule •generally •in general | <ul style="list-style-type: none"> •as a general rule •on the whole •you know |
| To make contrasting points | <ul style="list-style-type: none"> •although •yet •however •nevertheless •in spite of •but •while | <ul style="list-style-type: none"> •even if •even though •at the same time •contrary to popular belief •on the other hand •it can be argued that |
| To list points | <ul style="list-style-type: none"> •firstly •in the first place •first of all •to start with | <ul style="list-style-type: none"> •secondly •thirdly •finally •last but not least |
| To add more points | <ul style="list-style-type: none"> •what is more •furthermore •also •apart from this/that •in addition to •moreover | <ul style="list-style-type: none"> •besides* •too •not to mention the fact that •equally •likewise •on top of (all) that |
| To emphasize the point | <ul style="list-style-type: none"> •clearly •obviously •of course •needless to say •in particular | <ul style="list-style-type: none"> •believe it or not...* •amazingly enough •incredible though it is •difficult as it is to believe |
| To express cause and effect | <ul style="list-style-type: none"> •because of •owing to •due to •for this reason •therefore | <ul style="list-style-type: none"> •thus •as a result •consequently •so •as a consequence |
| To make partly correct statements | <ul style="list-style-type: none"> •up to a point •to a certain extent •to some extent | <ul style="list-style-type: none"> •in a way •in a sense |
| To express limit of knowledge | <ul style="list-style-type: none"> •to the best of my knowledge | <ul style="list-style-type: none"> •for all I know •as far as I know |
| To rephrase, to explain | <ul style="list-style-type: none"> •that is to say •in other words •so to speak •as it were | <ul style="list-style-type: none"> •you see* •I mean to say* •the thing is |

| | | |
|--|--|---|
| To express hesitation | <ul style="list-style-type: none"> •let me see •you know | <ul style="list-style-type: none"> •sort of •well |
| To refer to the sources | <ul style="list-style-type: none"> •according to | <ul style="list-style-type: none"> •with reference to |
| To refer to the visuals | <ul style="list-style-type: none"> •if you look at the graph •could I draw your attention to (the chart) •the graph/ table represents... | <ul style="list-style-type: none"> •if you take a look at ..., you'll see/notice ... •I'd like to focus your attention on ... |
| To refer back to what was said earlier | <ul style="list-style-type: none"> •as I was saying •as I /you say •to go back to what X was saying earlier ... | <ul style="list-style-type: none"> •as you know •as you are already aware •to go back to what I was just saying ... |
| To express reality | <ul style="list-style-type: none"> •in fact •actually •as a matter of fact | <ul style="list-style-type: none"> •in practice •the fact of the matter is |
| To start a new topic, to bring up other points | <ul style="list-style-type: none"> •talking of •as for •as far as ... is concerned •regarding | <ul style="list-style-type: none"> •with regard to •right, let's now move on to* •OK, I'll now look at |
| To express personal opinion | <ul style="list-style-type: none"> •in my opinion •to my way of thinking •personally I believe •it strikes me that •I feel very strongly that •it's clear to me that ... | <ul style="list-style-type: none"> •it seems to me that •as far as I am concerned •if you ask me •frankly speaking* •The way I see it ... •it looks to me as if ... |
| To express other people's opinions | <ul style="list-style-type: none"> •many people are in favor of/against •some people argue that | <ul style="list-style-type: none"> •a lot of people think/believe •people often claim that •it is often alleged that |
| To organize different stages of talk | <ul style="list-style-type: none"> •well, now •so, good •well then | <ul style="list-style-type: none"> •now then •fine/great •right/okay |
| Speeding up, slowing down | <ul style="list-style-type: none"> •I think we should move on now. •Can we come back to that? | <ul style="list-style-type: none"> •Hold on, we need to look at this in more detail. •I think we should discuss this a bit more. |
| To conclude | <ul style="list-style-type: none"> •Finally •lastly •above all •all in all •taking everything into account •on the while •all things considered | <ul style="list-style-type: none"> •in conclusion •as I have said •as was previously stated •in short •to sum up •in summary •that's it |

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| | | |
|----------------------------------|--|---|
| To end | <ul style="list-style-type: none"> •Thanks very much. Any questions? | <ul style="list-style-type: none"> •Well, that's all I have to say. Thank you for listening. |
| To invite questions | <ul style="list-style-type: none"> •If you have any questions, don't hesitate to interrupt me. •I'll be glad to answer any questions (at the end of the talk). | <ul style="list-style-type: none"> •If there's anything you're not clear about, go ahead and ask any questions you want. |
| To interrupt someone | <ul style="list-style-type: none"> •Can I come/cut in here? •If I can stop you for a moment ... | <ul style="list-style-type: none"> •Sorry to interrupt you, but ... •I'd just like to say that ... |
| Dealing with interruptions | <ul style="list-style-type: none"> •Could you let me finish, please? | <ul style="list-style-type: none"> •Could you just hang on a minute, please? |
| Dealing with difficult questions | <ul style="list-style-type: none"> •... is important but it's too complex for us to deal with here. •I think the aim of this talk is to focus on ... rather than ... •It's too early for us to say whether ... | <ul style="list-style-type: none"> •We don't have enough evidence to show that ... •That's not something I've had time to deal with, but ... •I'd prefer to deal with that point later. |
| To clarify | <ul style="list-style-type: none"> •What exactly did you mean by...? •Sorry, I didn't follow/catch the question. Could you repeat, please? •There is one thing I'm not clear about ... Could you go over that again, please? •Going back to the question ... Can you be more specific? | <ul style="list-style-type: none"> •I think I misunderstood you. Did you say...? •You are asking me about ... Is that right? •If I understood you correctly, you want to know. •I'm not sure I fully understood ... Can you run through that again, please? |
| Agreeing | <ul style="list-style-type: none"> •I couldn't agree more. •On the whole, I think the speaker's arguments are fair. •I (quite) agree. •I think you're absolutely right. •That's a very good point. | <ul style="list-style-type: none"> •You've got a very good point there. •I fully support what you say. •I totally agree. •Exactly! |
| Doubt and reservation | <ul style="list-style-type: none"> •Well ... maybe ... possibly ... •I'm not so sure about that. •You may be right. •I don't think I'd say that. •Yes, but don't you think ...? •I can see your point, but | <ul style="list-style-type: none"> •I think that's debatable. •Perhaps, but don't you think that ... •I see what you mean but ... •I agree to some extent, but ... •It seems to me ... •I tend to think ... |

FEEDBACK FORM

Presenter(s) _____ Title of the presentation _____ Date _____

| Criteria | Rating | Comments |
|---|-----------|----------|
| Overall impression, purpose achievement | 5 4 3 2 1 | |
| Attention-getting opener | 5 4 3 2 1 | |
| Outline | 5 4 3 2 1 | |
| Structure, organization, transitions | 5 4 3 2 1 | |
| Examples, explanations | 5 4 3 2 1 | |
| Visual aids | 5 4 3 2 1 | |
| Summary | 5 4 3 2 1 | |
| Concluding remarks | 5 4 3 2 1 | |
| Eye contact | 5 4 3 2 1 | |
| Gestures | 5 4 3 2 1 | |
| Volume of voice | 5 4 3 2 1 | |
| Pace | 5 4 3 2 1 | |
| Enthusiasm | 5 4 3 2 1 | |
| Interaction with the audience | 5 4 3 2 1 | |
| Q&A | 5 4 3 2 1 | |
| Time | 5 4 3 2 1 | |
| Rating Key 1=poor 2=fair 3=acceptable 4=good 5=excellent | | |

ENGLISH TENSE FORMS (ACTIVE)

Indefinite (Simple) = факт

| | | | |
|--|--|---|---|
| Present Usually, always, often, every day | I/we/you/they + V. He/she/it + Vs. E.g. <i>I often <u>write</u> articles.</i> <i>He often <u>writes</u> articles.</i> | I/we/you/they + <u>don't</u> + V. He/she/it + <u>doesn't</u> + V. E.g. <i>I <u>don't</u> write poems.</i> <i>She <u>doesn't</u> write poems.</i> | <u>Do</u> I/we/you/they + V? <u>Does</u> he/she/it + V? E.g. <i><u>Do</u> you <u>write</u> stories? <u>Does</u> he <u>write</u> stories? What kind of articles <u>does</u> he <u>write</u>?</i> |
| Past Yesterday, last year/week, in 1963 | I/we/you/they/he/she/it + V <u>ed(2)</u> . E.g. <i>He <u>wrote</u> an article yesterday. I <u>worked</u> hard last week.</i> | I/we/you/they/he/she/it + <u>didn't</u> + V. E.g. <i>He <u>didn't</u> write yesterday. I <u>didn't</u> work yesterday.</i> | <u>Did</u> + I/we/you/they/he/she/it + V? E.g. <i><u>Did</u> he <u>write</u> articles last month? <u>Did</u> you <u>work</u> yesterday? When <u>did</u> he <u>write</u> this book?</i> |
| Future Tomorrow, next week, in 2015 | I/we/you/they/he/she/it + 'll + V. E.g. <i>I'll <u>write</u> an article soon.</i> <i>He'll <u>probably work</u> here next year.</i> | I/we/you/they/he/she/it + <u>won't</u> + V. E.g. <i>He <u>won't</u> write any more.</i> | <u>Shall</u> + I/we + V? (часто запрос инструкции) <u>Will</u> + you/they/he/she/it + V? (часто просьба E.g. <i>What <u>will</u> you <u>do</u>?</i> |

Continuous = процесс

| | | | |
|--|--|--|---|
| Present Now, at the moment, at present | I + 'm <u>Ving</u> He/she/it + <u>is Ving</u> We/you/they+ <u>are Ving</u> E.g. <i>While I'm <u>writing</u> an article, my wife <u>is cooking</u></i> | I + <u>am not Ving</u> He/she/it + <u>isn't Ving</u> We/you/they+ <u>aren't Ving</u> E.g. <i>He <u>isn't working</u> at the moment.</i> | <u>Are</u> + we/you/they + <u>Ving</u> ? <u>Is</u> +he/she/ it/ + <u>Ving</u> ? <u>Am</u> +I + <u>Ving</u> ? E.g. <i>What <u>is</u> she <u>writing</u> now?</i> |
| Past At 5 yesterday, when you called | I/he/she/it + <u>was Ving.</u> We/you/they + <u>were Ving.</u> E.g. <i>I <u>was writing</u> an article when he came.</i> | I/he/she/it + <u>wasn't Ving.</u> We/you/they + <u>weren't Ving.</u> E.g. <i>They <u>were working</u> in the garden when I came.</i> | <u>Was</u> + I/he/she/it + <u>Ving</u> ? <u>Were</u> + we/you/they + <u>Ving</u> ? E.g. <i>What <u>were</u> you <u>doing</u> at 6 yesterday?</i> |
| Future At 5 tomorrow | I/we/you/they/he/she/it + 'll +be+ V <u>ing.</u> E.g. <i>I'll <u>be working</u> on a thesis.</i> | I/we/you/they/he/she/it + <u>won't</u> +be+ V <u>ing.</u> E.g. <i>He <u>won't be writing</u> this article.</i> | <u>Will</u> + I/we/you/they/he/she/it + be+ V <u>ing</u> ? E.g. <i>What <u>will</u> you <u>be doing</u> next year?</i> |

Perfect = результат

| | | | |
|---|--|--|---|
| Present Already, since, yet, | I/we/you/they + <u>have</u> + <u>Ved(3)</u> . He/she/it + <u>has</u> + <u>Ved(3)</u> . | I/we/you/they + <u>haven't</u> + <u>Ved(3)</u> . He/she/it + <u>hasn't</u> + <u>Ved(3)</u> . | <u>Have</u> + I/we/you/they + <u>Ved(3)</u> ? <u>Has</u> +He/she/it + <u>Ved(3)</u> ? |
|---|--|--|---|

| | | | |
|---|--|---|---|
| this year | E.g. <i>He <u>has written</u> 50 articles.</i> | E.g. <i>I <u>haven't been</u> to Spain.</i> | E.g. <i><u>Have</u> you <u>written</u> the article?</i> |
| Past By the time sth happened | I/we/you/they/he/she/it + <u>had</u> + Ved(3). E.g. <i>I <u>had written</u> the article by the time she came.</i> | I/we/you/they/he/she/it + <u>hadn't</u> + Ved(3). E.g. <i>They <u>hadn't finished</u> the work by the time I came.</i> | <u>Had</u> + I/we/you/they/he/she/it + Ved(3)? E.g. <i><u>Had</u> she <u>finished</u> the article before he asked it for review?</i> |

ENGLISH TENSE FORMS (PASSIVE)

Be + V3

Indefinite (Simple) = факт

| | | | |
|---|---|---|--|
| Present Usually, always, often, every day | we/you/they + <u>are</u> + Ved(3). he/she/it + <u>is</u> + Ved(3). E.g. <i>The article <u>is written</u> by a famous professor.</i> | we/you/they + <u>aren't</u> + Ved(3). he/she/it + <u>isn't</u> + Ved(3). E.g. <i>The article <u>isn't written</u> by this famous professor.</i> | <u>Are</u> + we/you/they + Ved(3)? <u>Is</u> + he/she/it + Ved(3)? E.g. <i><u>Is</u> the article <u>written</u> by you? <u>Are</u> the books <u>sold</u>? What <u>is written</u> on the blackboard??</i> |
| Past Yesterday, last year/week, in 1963 | I/he/she/it + <u>was</u> + Ved(3). we/you/they/ + <u>were</u> + Ved(3). E.g. <i>The article <u>was written</u> in 2005. We <u>were asked</u> to do the job.</i> | I/he/she/it + <u>wasn't</u> + Ved(3). we/you/they/ + <u>weren't</u> + Ved(3). E.g. <i>The job <u>wasn't done</u> yesterday.</i> | <u>was</u> + I/he/she/it + Ved(3)? <u>were</u> + we/you/they/ + Ved(3)? E.g. <i>When <u>was</u> the article <u>published</u>?</i> |
| Future Tomorrow, next week, in 2015 | I/we/you/they/he/she/it + <u>'ll</u> + V. E.g. <i>I <u>'ll write</u> an article soon. He <u>'ll probably work</u> here next year.</i> | I/we/you/they/he/she/it + <u>won't</u> + V. E.g. <i>He <u>won't write</u> any more.</i> | <u>Shall</u> + I/we + V? (часто запрос инструкции) <u>Will</u> + you/they/he/she/it + V? (часто просьба) E.g. <i>What <u>will</u> you <u>do</u>?</i> |

Continuous = процесс

| | | | |
|--|--|--|--|
| Present Now, at the moment, at present | I + <u>'m Ving</u> He/she/it + <u>is Ving</u> We/you/they+ <u>are Ving</u> E.g. <i>While <u>I'm writing</u> an article, my wife <u>is cooking</u></i> | I + <u>am not Ving</u> He/she/it + <u>isn't Ving</u> We/you/they+ <u>aren't Ving</u> E.g. <i>He <u>isn't working</u> at the moment.</i> | <u>Are</u> + we/you/they + Ving? <u>Is</u> + he/she/ it/ + Ving? <u>Am</u> + I + Ving? E.g. <i>What <u>is</u> she <u>writing</u> now?</i> |
| Past At 5 yesterday, when you called | I/he/she/it + <u>was Ving</u> . We/you/they + <u>were Ving</u> . E.g. <i>I <u>was writing</u> an article when he came.</i> | I/he/she/it + <u>wasn't Ving</u> . We/you/they + <u>weren't Ving</u> . E.g. <i>They <u>were working</u> in</i> | <u>Was</u> + I/he/she/it + Ving? <u>Were</u> + we/you/they + Ving? E.g. <i>What <u>were</u> you <u>doing</u></i> |

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| | | | |
|--------------------------------|---|---|--|
| | | <i>the garden when I came.</i> | <i>at 6 yesterday?</i> |
| Future At 5 tomorrow | I/we/you/they/he/she/it + 'll +be+ V <u>ing</u> . E.g. <i>I'll be working on a thesis.</i> | I/we/you/they/he/she/it + <u>won't</u> +be+ V <u>ing</u> . E.g. <i>He won't be writing this article.</i> | <u>Will</u> + I/we/you/they/he/she/it + be+ V <u>ing</u> ? E.g. <i>What will you be doing next year?</i> |

Perfect = результат

| | | | |
|--|--|---|---|
| Present Already, since, yet, this year | I/we/you/they + <u>have</u> + <u>Ved(3)</u> . He/she/it + <u>has</u> + <u>Ved(3)</u> . E.g. <i>He has written 50 articles.</i> | I/we/you/they + <u>haven't</u> + <u>Ved(3)</u> . He/she/it + <u>hasn't</u> + <u>Ved(3)</u> . E.g. <i>I haven't been to Spain.</i> | <u>Have</u> + I/we/you/they + <u>Ved(3)</u> ? <u>Has</u> +He/she/it + <u>Ved(3)</u> ? E.g. <i>Have you written the article?</i> |
| Past By the time sth happened | I/we/you/they/he/she/it + <u>had</u> + <u>Ved(3)</u> . E.g. <i>I had written the article by the time she came.</i> | I/we/you/they/he/she/it + <u>hadn't</u> + <u>Ved(3)</u> . E.g. <i>They hadn't finished the work by the time I came.</i> | <u>Had</u> + I/we/you/they/he/she/it + <u>Ved(3)</u> ? E.g. <i>Had she finished the article before he asked it for review?</i> |

RUSSIAN - ENGLISH EQUIVALENTS (ACADEMIC ENGLISH)

| | |
|---|--|
| беспольный | unhelpful, useless |
| в настоящее время, недавно | currently, recently |
| варьировать(ся) | range, vary |
| взаимосвязь, взаимозависимость | correlation, interrelation, interdependence |
| вклад | contribution |
| включать | involve, include |
| влияние, воздействие | influence, impact |
| влиять | affect, influence |
| возрастать | increase, rise, grow |
| выбирать | opt for, choose |
| выдвигать, представлять | advance, present, put forward |
| выполнять, осуществлять | carry out, fulfill, perform |
| главным образом, преимущественно, в основном | largely, mainly, primarily, substantially |
| данные, факты, свидетельства | evidence, findings, data, facts |
| делать приоритетным, актуализировать, выносить на передний план | prioritize, take priority over, foreground |
| допускать, предполагать | assume, accept, presume, suppose, presuppose |
| достичь | achieve, attain, reach |
| зависящий от, обусловленный | subject to |
| раменять | replace, substitute, interchange |
| заявлять, отмечать, указывать | state, point out, mention, observe, indicate |
| значение, роль | value, meaning, role, sense, significance |
| значимый, важный | meaningful, significant, urgent, of top priority |
| значительный, существенный, резкий | dramatic, sharp, drastic, essential, radical |
| изменять | change, alter, transform |
| изучать, тщательно исследовать | study, investigate, examine, scrutinize |
| интерес, внимание к ч-л, озабоченность | concern, preoccupation with |
| использовать | use, employ, utilize |
| исследование | investigation, inquiry, research, study |
| конкретный, специфический, частный, отдельно взятый | particular, specific, certain |
| концентрироваться на | focus, centre, pinpoint |
| косвенно | implicitly, indirectly |
| коснуться, затронуть (проблемы) | touch upon, dwell on, be concerned with |

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| | |
|--|---|
| краткий обзор | overview, outline |
| лежащий в основе | underlying, lying behind |
| направление (научное) | trend, school |
| начинать, инициировать, побуждать | initiate, instigate |
| небесспорный, сомнительный | questionable, dubious |
| недоставать, нехватка | lack, want, shortage |
| недостаток | disadvantage, drawback, flaw, shortcoming |
| недостающий | missing |
| трудный, сложный | complicated, difficult, complex |
| уместный, актуальный | relevant |
| упускать из виду | overlook, fail to see/realize |
| устанавливать | establish, set up |
| утверждать, заявлять | assert, argue, contend, hold, maintain |
| утверждение | assertion, contention, statement |
| уточнять, точно определять | specify |
| фактически, на самом деле, действительно | actually, in fact, in effect |
| формировать | shape, form |
| хотя, несмотря на | notwithstanding, although, despite |
| целесообразный | worthwhile, expedient |
| цель | aim, goal, objective, purpose, target |
| часть, соотношение | proportion, part |
| четкий, ясный | precise, accurate, exact, neat |
| неполный, разрозненный, фрагментарный | incomplete, sketchy, fragmentary |
| непосредственный | immediate, direct |
| неправильный, вводящий в заблуждение | misleading, confusing |
| неясный, нечеткий, (логически) неверный | ambiguous, vague, uncertain, illegitimate |
| обеспечивать, предусматривать | provide (for), ensure, guarantee |
| область, сфера | domain, sphere, scope |
| обнаружить, выявить | reveal, unveil |
| обоснованный | valid, grounded, justified, proved |
| обуславливать, предопределять; условие, предпосылка | condition, precondition v, n |
| общеизвестный | common, common-sense |
| объяснять что-либо | explain, account for |
| ограничения, рамки | limitations, restrictions, constraints, re- straints |
| ограниченный | limited, restricted, confined |

| | |
|---|---|
| однако, тем не менее | nonetheless, nevertheless, however |
| ожидаемый, перспективный, многообещающий | perspective, prospective, promising, suggestive |
| определять, обозначать, обозначить | define, determine, denote, identify |
| опровергать, подрывать | disconfirm, disprove, refute, undermine, upturn |
| освещать, обращать внимание | illuminate, shed light upon, highlight, point up |
| основания; основы | basis, foundations, grounds |
| основной, главный, центральный | key, core, prime, major, basic, guiding |
| основывать(ся); тж. полагаться | be based on; rely on |
| особенность, характерная черта | feature, particularity |
| осознание, знание | awareness |
| оспаривать, подвергать сомнению | question, challenge |
| откладывать | defer, delay |
| открыто, прямо | explicitly, openly |
| отличать, отличаться, различать, различаться | differ from, distinguish, differentiate, draw a distinction, discriminate |
| отличный, отличающийся от | different, distinct |
| относительно | comparatively, relatively |
| относить(ся), быть связанным | refer, relate, pertain, bear upon |
| отношение, соотношение | attitude, relation(ship) |
| охватывать | cover, comprise |
| оценивать | evaluate, assess, estimate |
| очевидный | evident, obvious, apparent |
| ошибочный, некорректный, чреватый ошибками, неполноценный, несовершенный, не отвечающий требованиям | mistaken, incorrect, error prone, erroneous, inadequate |
| перейти к, обратиться к | move on, turn to |
| пересмотреть | revise, rediscover, rethink |
| подтверждать | confirm, verify, bear out, support |
| подчеркивать, акцентировать, выделять | emphasize, lay/place emphasis, stress on |
| понимать, осознавать, проникать в суть | realize, grasp, have an insight into |
| понятие | concept, notion, construct |
| посвящать | devote, dedicate |
| появляться, возникать | emerge, occur |
| пояснение, комментарий | comment |
| предмет, тема, вопрос, проблема | issue, topic (subject) matter, point, question |
| предполагать, намереваться | intend, be going to |
| предполагать, подразумевать, значить | imply, suggest, mean, signify |

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| | |
|--|--|
| предположение, гипотеза; предпосылка | assumption, hypothesis |
| (предпринять) попытку, усилие | attempt, make an effort at |
| преимущество, достоинство, ценное качество | advantage, benefit, merit, asset, strong point |
| приводить к, вызывать | cause, bring about, generate, incur, induce, lead to, result in |
| признавать | acknowledge, recognize |
| признанный, знаменитый, ведущий | recognized, renowned, famous, leading |
| причина, подоплека, логическое обоснование | cause, reason, rationale |
| проверка | assessment, test, check |
| проистекать из, явиться следствием | result, follow |
| происходить, корениться, восходить | originate, root, date back to, stem from |
| противоречивый, несовместимый, непоследовательный, несостоятельный | controversial, contradictory, conflicting, inconsistent, untenable |
| развивающийся, эволюционирующий | developing, evolving |
| размещать, ранжировать (на шкале) | rank along, (al)locate, place, set upon a scale |
| рамки, пределы, границы | scope, boundaries, frame(work) |
| рассматриваемый | considered, discussed, in question, under consideration/ debate/discussion |
| рассматривать, принимать во внимание, учитывать, остановиться на | consider, regard, attend, draw attention to, treat, deal with, take into account, make a point about |
| рассуждения | reasoning, speculations |
| результат, (по)следствие | consequence, implication, effect, result |
| связанный с, посвященный | linked, (inter)connected, intertwined, concerned, bound/ tied up with |
| ч-л, относящийся к | |
| следовательно, таким образом | consequently, therefore, hence, thus |
| событие, обстоятельство; вывод, заключение | development |
| сокращать(ся), убывать | reduce, diminish, decrease, drop, fall, decline |
| специалист, ученый, авторитет | authority, scholar, expert |
| сравнивать, противопоставлять, сопоставлять | compare, contrast; juxtapose |
| средний | average, middle, mean |
| сталкиваться (с проблемой) | encounter, face/ be faced with |
| строгий | strict, rigorous |
| текущий, современный, тж. актуальный | ongoing; current |
| точка зрения, взгляд | view/ stand point, perspective, outlook, stance |
| трактовка | interpretation, treatment |
| требовать | require, necessitate, demand |

PUNCTUATION GUIDE

| | When to use? | Example |
|--|---|---|
| Capitalization | <ul style="list-style-type: none"> • Proper nouns, names, trademarks | Shakespeare, Brazil, the Red Cross, the Alps |
| | <ul style="list-style-type: none"> • Titles <i>preceding</i> the proper name | President Obama BUT the former queen of Sweden |
| | <ul style="list-style-type: none"> • Academic degrees and titles <i>after</i> the name | Elizabeth Jones, Bachelor of Arts |
| | <ul style="list-style-type: none"> • Specific names of college courses | He is taking Business French and Logistics this term. |
| | <ul style="list-style-type: none"> • Abbreviated names | TOEFL, UN, USA |
| | <ul style="list-style-type: none"> • Historical documents, periods (except for newly named ones) | The Bill of Rights, the Vietnam War BUT the computer age, the cold war |
| | <ul style="list-style-type: none"> • Days of the week, holidays, months | Wednesday, September, Thanksgiving |
| | <ul style="list-style-type: none"> • Sections of country: North, South, East, West* | The South of Russia. BUT south-east of Moscow |
| | <ul style="list-style-type: none"> • A series of questions after a colon | We couldn't decide, what to order: A hamburger or pizza? Juice or tea? |
| | <ul style="list-style-type: none"> • Names of religions, sacred terms | Orthodox, Muslim, the Crucifixion |
| | <ul style="list-style-type: none"> • Nationalities, languages, races | Japanese, Latin American BUT there are many blacks in our area |
| | <ul style="list-style-type: none"> • All words in a title except for articles and words shorter than 5 letters • Capitalize all words coming after : ; in a title | The Picture of Dorian Gray Learning Through Writing: An Advanced Course |
| | <ul style="list-style-type: none"> • Geography names • Names of hotels | the Atlantic Ocean The Ritz Hotel |
| | Period | <ul style="list-style-type: none"> • Initials for personal names |
| <ul style="list-style-type: none"> • Abbreviations, shortenings | | Prof. Brown, Ph.D., B.A. |
| <ul style="list-style-type: none"> • Separate whole numbers from the period | | 0.5; 3.14 |
| Comma | <ul style="list-style-type: none"> • Separate independent clause with <i>and, but, so, or, for, not, yet</i> (see NOTE) | The students studied hard, so they passed the test. |
| | <ul style="list-style-type: none"> • Separate 3 or more items in series* | We need to buy eggs, milk, cheese, and bread. |
| | <ul style="list-style-type: none"> • Separate an introductory phrase | As a result, his chances for promotion are high. |
| | <ul style="list-style-type: none"> • Separate an introductory subordinate clause before the main one | Because she was first, she won. BUT She won because she was first. |
| | <ul style="list-style-type: none"> • Before titles that follow names | Martin Luther King, Jr.* |

| | | |
|-------------------------|---|---|
| | <ul style="list-style-type: none"> • After day and year in month-day-year dates | February 13, 2010. BUT February 2010. |
| | <ul style="list-style-type: none"> • To separate large numbers | \$25,000 |
| | <ul style="list-style-type: none"> • After <i>ah, oh, wow, yes, no (interjections)</i> | Oh, now I remember this man. |
| Double comma | <ul style="list-style-type: none"> • To mark off non-essential words and phrases | The food, on the other hand, is rather bland. |
| | <ul style="list-style-type: none"> • Subordinate clauses +additional information, not important | That Tuesday, which happens to be the 24 th , is the only possible day to meet. |
| Semicolon | <ul style="list-style-type: none"> • Joining grammatically complete and related sentences | Some people prefer to keep dogs; others would rather be cat owners. |
| | <ul style="list-style-type: none"> • in independent clauses + <i>therefore, moreover, however, consequently, otherwise, nevertheless, thus</i> | The book has no narrator; consequently, it lack a traditional plot. |
| | <ul style="list-style-type: none"> • To separate items in a series in long sentences (that also contain commas). | At the meeting we met Kim Burns, the executive director; Roger Samuels, his ambitious son-in-law. |
| Colon | <ul style="list-style-type: none"> • Before a list of 3 and more words. | You need to buy a lot: beef, cabbage, and corn. |
| | <ul style="list-style-type: none"> • Before an appositive or explanation | She devoted her life to one thing: motherhood. |
| | <ul style="list-style-type: none"> • Before a subtitle of a book. | Learn to Write with Us: A Process-based Textbook |
| | <ul style="list-style-type: none"> • Between hours, minutes, and seconds. | The file was modified today at 11:15:05. |
| Dash | <ul style="list-style-type: none"> • Rephrasing or summary | She bought coffee, tea, and chocolate – everything for a party. |
| | <ul style="list-style-type: none"> • To add an afterthought | He never likes anyone`s ideas – but why? |
| | <ul style="list-style-type: none"> • To mark a change of mood or flow of ideas in the sentence | She was young, famous, and beautiful – and addicted to drugs. |
| | <ul style="list-style-type: none"> • To indicate a sudden interruption in thought | On the one hand, it`s a great experience; on the other hand, hum - ? |
| Parenthesis | <ul style="list-style-type: none"> • To enclose non-essential information that might be interesting | My brother (by the way, we`re twins) lives in Moscow. |
| | <ul style="list-style-type: none"> • To list items | We need to buy (1) pancakes, (2) cabbages, and (3) meat. |
| Double dash | <ul style="list-style-type: none"> • To emphasize enclosed information | Mountain Lakes – my hometown – is a quiet place. |
| Quoting | <ul style="list-style-type: none"> • With reporting verbs like <i>said, asked</i> | She said, “Sorry, Mr. Smith isn`t in.” |
| | <ul style="list-style-type: none"> • <i>Without</i> reporting verb | You should remember: “Treat others as you would like to be treated.” |
| | <ul style="list-style-type: none"> • <i>long quotation (:)</i> | End marks and commas are used <i>inside</i> the quote marks. |
| Double quotation | <ul style="list-style-type: none"> • Short works of art | My favorite song is “Bother” by Corey Taylor. |

| | | |
|----------------|---|---|
| | <ul style="list-style-type: none"> • Words used in unusual meaning/ironically | Her “pet” turned out to be a sports car. |
| | <ul style="list-style-type: none"> • Translation/interpretation of foreign words | The French <i>blanche</i> (“white”) is often used. |
| | <ul style="list-style-type: none"> • A word that you created yourself | The “bulldogness” of his face made him ugly. |
| Italics | <ul style="list-style-type: none"> • Titles of <i>long</i> works | <i>The Picture of Dorian Gray, War and Peace</i> |
| | <ul style="list-style-type: none"> • Names of ships, trains, sculptures, paintings | <i>Le Giaconda, the Titanic, David</i> |
| | <ul style="list-style-type: none"> • Computer software, websites | <i>Excel, http://ask.com</i> |
| | <ul style="list-style-type: none"> • Foreign words/phrases | The Russian dish <i>pelmeni</i> remind of <i>ravioli</i> . |
| | <ul style="list-style-type: none"> • Scientific terms | <i>Coma</i> is a condition when the person is alive but doesn't wake up. |
| | <ul style="list-style-type: none"> • Drawing reader`s attention to the meaning | We agreed to meet <i>inside</i> the mall, but Bill is waiting <i>outside</i> at the entrance. |

NOTE:

A comma with “so” is used when “so” means “thus” (or “therefore”), e.g. *Sue did not answer her phone, so I drove to her house.* When “so” means “in order that”, a comma is NOT used, e.g. *Sue called to remind him so that he would not miss the meeting.* *Sue called to remind him so he would not miss the meeting.*

If the sentences are short, the tendency is not to use comma, esp. in British English. E.g. *It was late and I went home.*

X* Cases where the rule is often not observed

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