

NATALIYA ORLOVA

**BASICS
OF
ACADEMIC COMMUNICATION
IN
ENGLISH**

(FOR POSTGRADUATE STUDENTS OF VISUAL AND FINE ARTS)

*Рекомендовано до друку Вченою радою
Черкаського національного університету імені Богдана Хмельницького
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The workbook has been designed for students studying for postgraduate degrees to help them gain knowledge of advanced vocabulary, proper grammar, and verbal expression of academic English. They will learn how to write in a formal tone and politely address the readers, whether it is a professor or their peer. In addition to developing high-level writing skills, postgraduate students of Visual and Fine Arts will also study academia-specific topics such as conventions of formal style, referencing, and format. They will be trained in writing research papers and laboratory reports. Students will practice an important element of academic communication that is how to formulate a thesis or academic argument as well as substantiation of research. The workbook can be used profitably in classes and for self-study.

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PREFACE

The following postgraduate course has been designed to teach postgraduate Visual and Fine Arts students the art of academic communication in English. Since the ways in which scientists and academics communicate must be taught, universities offer courses intended to teach or improve these communication skills. As academic communication is an area of interpersonal skills that focuses on appropriate use of language within higher educational settings, the goal of the course is to prepare students for scientific and academic careers. Students are expected to be able to interpret science writing and understand basic scientific explanations. Therefore, here arise some aspects concerning scientific literacy as it is closely connected to academic communication. Scientific literacy is a major goal of science education. It is a main construct within the domain of scientific and academic communication as it involves the ability to evaluate information critically. Scientific literacy is generally defined as scientific attitudes and abilities to construct understanding of science, to apply the ideas to realistic problems and issues involving science, technology, society and the environment, as well as to inform and persuade other people to take action based on these science ideas. So, this means the ability to follow scientific and academic discourse, the ability to make science personally relevant. Student should acquire the ability to engage and to conduct exploratory activities, to locate and retrieve information, to draw evidence-based conclusions, and to present the acquired knowledge. It is crucial for students to be aware that common meanings of such words a “theory”, “proof”, “evidence”, “variable” etc. differ from their precise meanings in the context of scientific discourse.

As a student of these courses, you will gain knowledge of advanced vocabulary of academic English, proper grammar, reading comprehension and verbal expression. You will learn how to write in a formal tone and politely address your readers, whether it is a professor or your peer. In addition to developing high-level communication skills, you might also find out about academia-specific topics such as new conventions of style, referencing, and format. You also might become skilled at writing book and article reviews, and research papers. You will practice an important element of academic communication that is how to formulate a thesis or academic argument.

The key parts of the course will help you achieve the goals named above. There are four modules:

- The Basics of Research
- Communication within an Academic Environment
- Oral Presentation of a Scientific Work or Research Findings
- Writing for Academic Purposes

Each module is divided into the content modules, which contain texts for reading and discussing, necessary explanations, lexical and grammatical exercises.

The module ‘The Basics of Research’ presents information about the fundamentals of research, consisting of planning the research and research methods; research design and implementation; researcher-participant relationships as well as some ethical issues in psychological research. The module is crammed with authentic academic vocabulary you need to learn.

The module ‘Communication within an Academic Environment’ provides the relevant information on the topic, with the main themes such as aims and forms of academic communication and tips for the substantiation of scientific research.

The module ‘Oral Presentation of a Scientific Work or Research Findings’ deals with the general notions about scientific conferences and includes useful information on the process of oral and written presentations of a scientific work or research findings.

The module ‘Writing for Academic Purposes’ contains the topics on the principles of writing for academic purposes, the structure of a scientific article, as well as tips for writing an effective scientific paper and an abstract or summary.

All modules and content modules deal with specific vocabulary and grammatical aspects in an academic context when you need to know and use semi-formal and sometimes formal language, which differs from the informal everyday language.

INDUCTION LESSON

Exercise 3 As you may know, academic communication follows the principles of the English formal style. Read the statements and choose a correct completion to the sentences.

1. The more formal a document is, the more it will use _____ as subjects of a sentence.
 - a) animate beings
 - b) inanimate nouns
 - c) verbs
2. The more formal language is, the more it is likely to use _____ structures.
 - a) passive
 - b) active
 - c) infinitive
3. The more formal language is, the more _____ it will use.
 - a) plural nouns
 - b) singular nouns
 - c) verbal nouns
4. The more formal a document is, the more words of _____ it will use.
 - a) Latin origin
 - b) Old English
 - c) Italian
5. The more informal or spontaneous language is, the more it will use _____ as the subjects of sentences.
 - a) humans
 - b) inanimate nouns
 - c) not living objects
6. The more informal a text is, the less it will use _____ structures.
 - a) active
 - b) participial
 - c) passive
7. The more informal a text is, the more it will use _____ instead of verbal nouns.
 - a) verb structures
 - b) adjectives
 - c) adverbs
8. The more informal or spoken a text is, the more words of _____ origin it will use.
 - a) Latin
 - b) Greek
 - c) Germanic

Exercise 4 Compare the sentences. Give their appropriate Ukrainian translation. Arrange them according to their levels of formality, starting with an absolutely informal level to a highly formal one.

1. a) Please wait for instructions before sending items off. _____

b) Please await instructions before dispatching items. _____

c) Don't send anything off until you're told to do so. _____

2. a) Essential measures should be undertaken at the earliest opportunity. _____

b) You should do whatever you have to as soon as you can. _____

c) One should undertake any necessary measures at the earliest opportunities. _____

Exercise 5 Match the academic synonyms in both lists. Give their Ukrainian translation.

NOUNS	
area	advantage

VERBS	
accelerate	change

behaviour	part	alter	help
benefit	disadvantage	analyse	question
category	tendency	assist	explain
component	field	attach	evolve
controversy	source	challenge	examine
drawback	emotion	clarify	establish
expansion	target	concentrate on	insist
feeling	explanation	confine	speed up
framework	conduct	develop	take apart
goal	topic	evaluate	join
interpretation	possibility	found	decrease
issue	production	maintain	demonstrate
method	research	predict	increase
option	increase	prohibit	cite
quotation	system	quote	reinforce
results	type	raise	focus on
statistics	citation	reduce	forecast
study	structure	respond	ban
trend	figures	retain	limit
output	findings	show	keep
		strengthen	reply

Exercise 6 Rewrite the sentences using the appropriate synonyms to the underlined words and phrases. Translate them into Ukrainian.

1. Professor Jefferson questioned the results of the study. _____

2. The statistics showed a steady increase in student numbers. _____

3. The laboratory's prediction has caused a major controversy. _____

4. It is supposed to be the leading drawback of the system. _____

5. They were asked to focus on the first option. _____

6. After the lecture, Carry tried to clarify the concept to her group mates. _____

7. These issues need to be examined. _____

8. The trend to smaller families has speeded up in the last decade. _____

9. Thank you for your help. _____

10. You can find all the documents joined to the letter. _____

11. The field of the study lies within the benefits and drawbacks of non-invasive treatment methods. _____

MODULE 1

THE BASICS OF RESEARCH

.....
Content Module1.1

PLANNING RESEARCH. RESEARCH METHODS

Grammar: Word-building elements: Suffixes *-er* vs. *-ee*
Style: Formal vs. Informal

Exercise 1 Suffixes *-er* and *-ee* are used to form nouns. We use *-er* to forms nouns that are active and volitional participants in an event, in other words, doers of an action: to train – a trainer, to employ – an employer. We use suffix *-ee* to derive nouns denoting sentient entities that are involved in an event as non-volitional participants: to employ – an employee, to train – a trainee.

Read the pairs of nouns, state the difference in their meaning.

An interviewer – an interviewee, a blackmailer – a blackmailee, a brainwasher – a brainwashee, a hypnotiser – a hypnotisee, an inspector – an inspectee, a communicator – a communicatee, a counsellor – a counsellée, a defender – a defendee.

Exercise 2 Use the suffixes *-er (-or)* or/and *-ee* to derive nouns. Explain their meaning.

- To neglect – _____,
- to offend – _____,
- to distribute – _____,
- to educate – _____,
- to publish – _____,
- to expel – _____,
- to experiment – _____,
- to refer – _____,
- to represent – _____,
- to supervise – _____,
- to survey – _____,
- to visit – _____.

Exercise 3 Complete the sentences underlying the correct nouns from those in brackets.

1. All new (trainees/trainers) work hard, but they must start from scratch. 2. The speaker is conscious of the (addressor/addressee), and the latter is conscious of the speaker. 3. When a person borrows something, they should promptly return it without the (borrowee/borrower) having to ask. 4. Very often, consumers seem to be (brainwashers/brainwashees) as the advertising makes them buy things consumers do not need. 5. When applying for a job, applicants should present a list of (referees/referrers) who will provide or confirm the information in candidates' CVs. 6. (Examiners/examinees) were asked to be 15 minutes prior to the appointed time and to have only pencils and watches with them. 7. When answering the questions, (interviewees/interviewers) are advised to give straight and clear answers.

Exercise 4 Complete the table.

Singular	Plural	Translation
phenomenon		
	criteria	
emphasis		
	crises	

	spectrum		
		data	
			розклад

Exercise 5 Complete the sentences using the correct form of the nouns in brackets.

1. Jane spent two last years studying the increasing _____ of the single parent family. – During their lab experiments, students observe various common natural _____. (phenomenon/phenomena) 2. Normal child development is based upon certain _____. – Academic ability is not the sole _____ for admission to the university. (criterion/criteria) 3. The course places _____ on academic communication. (emphasis/emphases) 4. Undergraduate students study several techniques of _____ management. – Their marriage went through several _____ and unfortunately ended in divorce. (crisis/crises) 5. All detailed research _____ were included in his experiment report. (datum/data) 6. The school provides a broad academic _____ with a rich choice of learning opportunities. – The new Education Law causes numerous changes to school and university _____. (curriculum/curricula)

Exercise 6 A. Read the following words. State their word class.

Valid (_____) – validity (_____), to hypothesise (_____) – hypothesis (_____), to experiment (_____) – experiment (_____), to vary (_____) – variable (_____), to analyse (_____) – analysis (_____)

B. Complete the sentences. Choose the correct words from part A.

1. A _____ is a formal, unambiguous statement of what we believe to be true. 2. Individuals _____ in their ability to adapt to changes. 3. This may not be a _____ conclusion, as we have not tested it thoroughly yet. 4. The purpose of evaluation is to collect and _____ the information that can be used for rational decision-making. 5. Ecological _____ is the extent to which the experimental findings can be generalised to real life and other settings. 6. For some disease research, it is vital to _____ on animals. 7. The article provides a detailed _____ of various research designs. 8. To make his work successful, Jan needs to classify, observe, predict, infer, _____, interpret data, and measure. 9. There are three basic kinds of _____: experimental, participant, and situational. 10. A laboratory _____ is conducted in an laboratory, artificial situation.

Exercise 7 Study the list of thematic vocabulary.

To conduct research проводит дослідження;

Applied research прикладне дослідження

Basic research фундаментальне дослідження

A hypothesis гіпотеза

Variables змінні

An experimental hypothesis експериментальна гіпотеза

The dependent variable (DV) залежна змінна

The independent variable (IV) незалежна змінна

To manipulate the independent variable управляти незалежною змінною

To measure the dependent variable вимірювати залежні змінну

To support the theory підтримувати теорію

Valid дійсний, чинний

Reliable надійний

To gather data збирати данні

Research methods методи дослідження

Experimental research експериментальне дослідження

Statistics in research статистика в дослідженні

Lab experiment лабораторний експеримент

MODULE 1: THE BASICS OF RESEARCH

Field experiment польовий експеримент

Extraneous variables сторонні (зовнішні) змінні

Case studies тематичні дослідження

Qualitative data якісні данні

Ecological validity екологічна валідність (вірність, вагомість, чинність)

Correlational analysis кореляційний аналіз

Co-variables співвідносні змінні

Informal or unstructured interviews неформальні або неструктуровані інтерв'ю

Interviewee співрозмовник; той, хто дає інтерв'ю **Interviewer** інтерв'юєр

Structured or formal interviews структуровані або формальні інтерв'ю

A questionnaire анкета, опитувальник

To avoid bias or ambiguity уникнути двозначності або упередженості

To cause offence завдавати образи, ображати

Content analysis контент-аналіз, аналіз змісту

A pilot study пілотне дослідження

Data-analysis аналіз даних; **qualitative analysis** якісний аналіз; **quantitative analysis** кількісний аналіз; **Meta analysis** Мета-аналіз; **longitudinal studies** лонгітюдні дослідження.

Exercise 8 Read and translate the text. Pay attention to the words and word combinations in bold. State the points that unite all existing types of research.

Any science is always based on research. Sometime scientists **conduct research** in order to solve practical problems. This type of research is known as **applied research** because it has clear, practical applications. Other scientists conduct **basic research**, which explores questions that are of interest to scientists but are not intended to have immediate, real-world applications.

Most research is guided by hypotheses. A **hypothesis** expresses a relationship between two **variables**. Variables, by definition, are things that can vary among the participants in the research. For example, religion, stress level, and height are variables. According to **an experimental hypothesis**, the **dependent variable (DV)** depends on the **independent variable (IV)**. In other words, a change in the independent variable will produce a change in the dependent variable. In testing a hypothesis, researchers **manipulate the independent variable** and **measure the dependent variable**. Hypotheses often grow out of theories. A theory aims to explain some phenomena and allows researchers to generate testable hypothesis with the hope of collecting data that **support the theory**. Good research is both valid and reliable. When research is **valid**, it is accurate that means research measures what the researcher set out to measure. Research is **reliable** when it is consistent and can be replicated by another researcher with getting similar results.

When writing about their research, some people often describe the goal as the proof of the hypothesis. However, proving it is impossible. Research aims **to gather data** that either support or disproves a hypothesis.

Among research basics, we should name the following: **research methods**, **experimental research**, research design, and **statistics in research**.

Scientific research methods involve lab experiment, field experiment, case study, correlation (correlational analysis), interview, questionnaire, observations, content analysis, and pilot study. **Lab experiment** is conducted in a well-controlled environment – not necessary laboratory – and therefore accurate and objective measurements are possible. The researcher decides where the experiment will take place, at what time, with which participants, in what circumstances, using a standardised procedure. **Field experiment** is conducted in the everyday (i.e. natural) environment of the participants but the situations are still artificially set up. The experimenter manipulates the IV, but in a real-life setting, so he/she cannot really control **extraneous variables**. **Case studies** are in-depth investigations of a single person, group, event, or community. Case studies provide rich **qualitative data** and have high levels of **ecological validity**.

RESEARCH: GENERAL NOTION

MODULE 1: THE BASICS OF RESEARCH

Exercise 10 To refresh your knowledge as for the word formation, practise forming new words of various parts of speech. Translate them into Ukrainian without a dictionary.

1) Nouns from verbs with the help of the suffix *-er*:

To read - _____, to speak - _____, to research - _____, to provide - _____, to follow - _____, to lead - _____, to work - _____, to organise - _____;

2) Nouns from adjectives with the help of the suffixes *-ity*, *-ion*:

Regular - _____, precise - _____, ambiguous - _____, formal - _____;

3) Adjectives from nouns using the suffix *-ic*:

Academy - _____, economy - _____, artist - _____.

4) Nouns from verbs using suffixes *-ment*, *-tion*, *-ation*:

To agree - _____, to advance - _____, to fulfil - _____, to require - _____; to communicate - _____, to inform - _____, to present - _____, to intent - _____.

Exercise 11 Complete the sentences using *a/an*, *the*, or *zero article*.

- ___ group of ___ scientists from ___ University of Southern California conducted ___ experiment to support their hypothesis.
- ___ study showed ___ certain correlation between ___ brain size and ___ intelligence.
- It was ___ period for ___ new movement to emerge.
- ___ puzzling study at ___ University of California revealed ___ biological explanation for ___ problem of essential tremor.
- ___ study published in ___ January issue of Art and Design offered ___ promising solution.

Exercise 12 It is often the case that formal words are longer than informal. However, formal words are not multi-words and are of French/Latin origin. Informal words are their equivalents, which are of Anglo-Saxon origin. For example, “**depart**” is from Old French but “**go**” is Anglo-Saxon. Complete the following table:

INFORMAL	FORMAL
seem	
climb	
help	
	cease
	commence
use	
	decrease
	demonstrate
want	
	enquire
end	
tell	
	obtain
	preserve
	reject
free	
mend	
	require
live	

INFORMAL	FORMAL
in the end	
at once	
	initially
	intermittently
mainly	
	repeatedly
next	
	therefore
understanding	
	deficiency
	opportunity
	perspiration
house	
sight	
	amiable
whole	
	energetic
	fortunate
childish	

INFORMAL	FORMAL
	inferior
	inexpensive
dim	
	insane
laid back	
	responsible
enough	
better	
	transparent
empty	
	establish
cut down	
come up	
	investigate
get rid of	
	retract
	to increase
carry out	
	succeed

	retain	wrong		find out	
	occur		relinquish		tolerate
go up and down		bring up		turn down	
to put off					

Exercise 13 Re-write the following sentences, replacing the informal two-word verb with a more formal equivalent. Translate into Ukrainian.

1. This will *cut down* the amount of drug required and so the cost of treatment.

2. The material amenities of life have *gone up* in Western society.

3. The press reflected the living culture of people; it could influence opinion and reinforce existing attitudes, but it did not *come up with* new forms of entertainment.

4. Dieters often feel that they should totally *get rid of* high-fat and high-sugar foods.

5. Discussion of the outcome of the experiments that have used this method will be *put off* until Chapter 7.

6. They do not easily accept or *put up with* differences in others.

7. His clients never *gave up* their hope for a just world.

8. These exercises can easily be incorporated into an exercise routine, with each *done again* a number of times.

9. Kane made those mistakes before he had read the guidelines on how to *carry out* the research.

10. The aggressive behaviours *went up and down* slightly during the period.

Exercise 14 Formal written English uses nouns more than verbs. Rewrite the underlined parts of the following sentences using a noun-based phrase instead of the “*how*” or “*wh*” clauses.

MODULE 1: THE BASICS OF RESEARCH

Example: Many futile attempts have been made to teach animals to speak how humans speak. – Many futile attempts have been made to teach animals to speak in human fashion.

1. It is essential to discuss how much cultural and biological evolution can be explained by similar principles.
2. Many factors must be considered in explaining how fast the population has grown in the developing countries.
3. Classes differ greatly in how membership is established and how fast membership changes.
4. I cannot avoid the feeling why we were disenchanted was simply because of the kinds of problems we were given.
5. But even in this case, he is a failure as he cannot remember a word, nor does he know why he is going to be executed.
6. It is easiest to list foods and drinks according to where they are stored.
7. How much precaution is taken is regularly reviewed in the light of the patient's progress.
8. The week following admission appears to be when the risk is greatest.
9. When I was 15 or 16, none of my peers was interested in such matters.
10. How big this group is varies in different centres.

Exercise 15 Rewrite the following sentences to use the active voice and eliminate unnecessary words.

1. He made an examination of the patient.
2. His performance of the tests was adequate.
3. We made at least two analyses on each specimen.
4. Our preliminary report included a description of the techniques used in the pilot research.
5. With the occurrence of increase in the metabolic rate during exercise, there is also an increase in the rate of gas exchange in the lungs.

6. Clarity in writing is my intention.

Exercise 16 Choose the correct verb to fit the sentence.

1. Scientists _____ basic research, which explores issues that have no immediate, real-world applications. 2. Scientific research methods _____ lab experiment, field experiment, case study, interview and questionnaire, content analysis, and pilot study. 3. In testing a hypothesis, researchers _____ the independent variable and _____ the dependent variable. 4. Interviews can _____ informal, structured or formal. 5. A questionnaire helps _____ relevant information relatively quickly and cheaply. 6. A pilot study _____ selecting a few people and trying out the study on them.

Exercise 17 Put the words in the correct order to make sentences.

1. natural in naturalistic and observations people's occur environment animals'

2. should interviewer the direct the not interviewee

3. analysis the of correlational a two comparison involves co-variables

4. in-depth of case group or event a single studies person investigations community are

5. hypothesis support a gather or disprove either data research which aims to

6. often out grow hypotheses theories of

7. is valid both research and good reliable

Exercise 18 Complete the sentences. Use the correct words from those in brackets. Translate the sentences into Ukrainian.

(**hypothesis, pilot, natural, field, variable, analysis, experimental**)

1. Scientists utilise _____ experiments to make conditions more naturalistic, with the key feature that participants do not know they are taking part in an experiment.

2. _____ validity includes both internal and external validity.

3. The _____ experiments are sometimes called 'quasi experiments' because they are not genuine experiments.

MODULE 1: THE BASICS OF RESEARCH

4. The maternal deprivation _____ describes the long-term effects of deprivation.

5. Participant _____ refers to features of the participants, such as their gender, age, social class, and education.

6. A _____ study can save time, and in some cases, money, by identifying any faults in the procedures designed by the researcher.

7. Researchers use content _____ to study sex-role stereotyping.

Exercise 19 Read and complete the sentences using correct articles. Translate them. Pay special attention to the infinitive constructions.

1. Those who obtained ____ high scores on certain measures were considered to need fewer external motivational influences than those who scored poorly.

2. ____ integrative orientation appears to be one of the factors contributing towards ____ integrative motivation.

3. When ____ only reason for performing ____ act is to gain something outside the activity itself, such as passing ____ exam, or obtaining financial rewards, ____ motivation is likely to be extrinsic.

4. ____ curiosity is thought to be one major component of ____ arousal.

5. His previous research seems to indicate that the development of ____ self-efficacy is very complex.

6. Traditionally, ____ curricula seem to concentrate on imparting knowledge and skills, but to neglect the teaching how to learn.

Content Module 1.2

RESEARCH DESIGN AND IMPLEMENTATION

Grammar: Word Building Elements
Irregular Nouns: Singular and Plural Forms (Revision)
Synonyms
Passive Voice (Revision)
Articles (Revision)
Adjectives: Degrees of Comparison (Revision)

Exercise 1 Give antonyms to the adjectives, using the correct prefixes *un-*, *im-*, or *in-*.

Example: healthy – unhealthy; perfect – imperfect, frequent – infrequent

Helpful – _____, polite – _____, perfect – _____, competent – _____, real – _____, patient – _____, valid – _____, adequate – _____, precise – _____, spoken – _____, correct – _____, faithful – _____, expressive – _____, comfortable – _____, balanced – _____.

Exercise 2 Complete the sentences. Choose and underline the correct form of the nouns in brackets.

1. (Man/men) are easily aroused by various visual sexual (stimuli/stimulus).
2. The (phenomenon/phenomena) of “flight or fight” in the face of a challenge is the nervous system’s manner of self-protection.
3. J. Piaget noticed that children think in terms of (“schemata”/”schema”).
4. As a rule, oral academic communication takes place in scientific meetings, including various conferences, (symposium/symposia), workshops etc.
5. One the two basic forms of academic communication between qualified professional experts, scientists and researchers is an oral one, that encompasses presentation at scientific events, (colloquia/colloquium) etc.

Exercise 3 The passive form is a feature of academic communication in general, and of academic writing in particular, as the passive makes it more impersonal and formal. Rewrite the sentences using the passive forms.

Pattern: We define the following notion in various ways. –

The following notion is defined in various ways.

1. The introspective nature of the methods limited theorists in their research.

2. Works of art affect us as groups and individuals.

3. We define fine art as art forms developed primarily for aesthetics.

4. Recent research findings have shaken conventional, long-standing beliefs.

5. Scientists divide the creative art into more specific categories related to the technique.

MODULE 1: THE BASICS OF RESEARCH

6. Philosopher Richard Wollheim described the nature of art as ‘one of the most elusive of the traditional problems of human culture’.

Exercise 4 Match pairs of synonyms. State the difference in their use, if any.

to acquire	stress
to gain	to supply
huge	perspective
to involve	to comprehend
to sum up	to have an impact
accurately	to test
approach	to encompass
emphasis	enormous
to concentrate	to get
to affect	to obtain
to understand	to summarise
to provide	to focus
to examine	precisely

Exercise 5 Despite the fact that the most nouns in English are countable; there are uncountable nouns as well. For example, *advice, education, equipment, information, knowledge, money, news, permission, progress, research, staff, travel, trouble, vocabulary, work, experience, life, paper, business* etc. Many of them can be used as countable with a rather different meaning, for example *paper, business, work* etc, including those used as general concepts, such as *fear, life, hope*.

Read the pairs of nouns. Point out the changes in the meaning of the words that both countable and uncountable nouns have.

Example: iron (material) – an iron (appliance)

Paper – a paper (papers) _____ ;
work – a work (works) _____ ;
business – a business _____ ;
experience – an experience _____ ;
science – a science _____ ;
education – an education _____ ;
vocabulary – a vocabulary _____ ;
behaviour – a behaviour _____ .

Exercise 6 To ‘count’ uncountable nouns we use extra nouns such as *an aspect of, a piece of, a pattern of, a sheet of, a slice of, a bit of, an item of* and so on. Complete the sentences using correct words.

1. Can I have some _____ of bread? 2. Several _____ of behaviour are studied by our research team. 3. You can write the number on a _____ of paper. 4. Students of the course learn about many _____ business. 5. A _____ of research showed positive correlation between the brain size and intelligence. 6. Our brains can process many _____ of information. 7. How many _____ of hand luggage do you have?

Exercise 7 Complete the sentences choosing and underlining the correct form of the nouns **in bold**. Translate into Ukrainian.

1. It was a good idea to do **a/some** research before making final decision.

2. The lecturer left some important **paper/papers** on the desk.

3. Her study is based upon the **work/ works** on Richard Wollheim on classification of painting's impact.

4. The programme enables students to gain **a/some** experience of studio practice.

5. William did his postgraduate work/works in 3-D design and Graphics.

6. As **a/a member of** staff, Kate spent a week preparing the next induction day.

Exercise 8 A. Read and compare the following sentences.

1. Research is an important part of study at universities. ('Research', which is usually uncountable, is being used in a general sense. No article or zero article is used.)

2. The research conducted by Prof. Medcraft in 2008 was vital for applied arts of that period. (A specific piece of research is identified, conducted by Prof. Medcraft. The definite article is used.)

3. An interesting piece of research was conducted by the postgraduate students of Cherkasy National University. (The 'research' is mentioned for the first time, and the word 'piece' is used to 'count' the research. The indefinite article is used.)

- a) A research article is always a task the postgraduate students struggle to write.
- b) The research article written by their team was informative and useful.
- c) Our tutor told us to write a research article after completion of our experiment.

B. Make up the sentences of your own with the words **science, work, experience, paper**, and explain the article use.

Exercise 9 Study the following words and word combinations.

To adhere to= to stick to дотримуватися

A set of strict protocols набір жорстких протокольних правил

Test study тестові дослідження

A full-scale study повномасштабне дослідження

Simple experimental techniques may include **pre-test – post-test design**; control group; **randomisation** рандомізація; **randomised controlled trials** рандомізовано контрольовані дослідження; **between-subject design** міжпредметний дизайн; **within subject design** внутрішньо предметний дизайн

Complex experimental designs encompass **fractional design** фракційний дизайн; **Solomon four-group design** дизайн чотирьох груп Соломона; **repeated measures design** дизайн повторювальних заходів; **counter-balanced measures design** дизайн врівноважених заходів; **matched subjects design** дизайн підібраних предметів, **Bayesian probability** суб'єктивна ймовірність Байеса

The null hypothesis нульова гіпотеза

The alternative hypothesis альтернативна гіпотеза

A directional (or one-tailed) hypothesis спрямована (або одностороння) гіпотеза

A non-directional (or two-tailed) hypothesis не спрямована (або двостороння) гіпотеза

To anticipate передбачати

MODULE 1: THE BASICS OF RESEARCH

Sampling techniques методи відбору проб

Random sample випадкова вибірка

Systematic or quasi-random sample систематична або квазі випадкова вибірка

Opportunity sample вибірка можливості

Volunteer or self-selected sample волонтерська або само-обрана вибірка

Stratified sample стратифікована вибірка

Quota sample квотна вибірка

Experimental variables експериментальні змінні

Participant variables змінні щодо учасників

Confound variables змішані змінні

Internal validity внутрішня чинність

External validity зовнішня чинність

Exercise 10 Read the text. State what research is and describe its aims, constructs and main steps.

RESEARCH: KEY CONSTRUCTS

Research is an often-misused term; its usage in everyday language is very different from the strict scientific meaning. In the field of science, it is important to move away from the looser meaning and use it only in its proper context. Scientific research **adheres to a set of strict protocols** and long established structures.

The definition of scientific research is performing a methodical study in order to prove a hypothesis or answer a specific question. The general aims of research are to observe and describe; to predict; to determine the cause; and to explain.

The steps of the scientific process have a certain stable structure. It starts with general questions, narrowing down to focus on one specific aspect, then designing research where we can observe and analyse it. At last, it widens and the researcher concludes and generalises the findings to the real world.

The design is the structure of any scientific work. It gives direction and systematises the research. Different types of research designs have different advantages and disadvantages. There are various designs, which are used in research. The one to choose depends on the aims of the study and the nature of the phenomenon.

Descriptive designs with the aim to observe and describe encompass descriptive research, case study, naturalistic observation and survey.

Correlational studies with the aim to predict include case control study, observational study, cohort study, longitudinal study, cross-sectional study, and correlational studies in general.

Semi-experimental designs with the aim to determine causes consist of field experiment, quasi-experimental design, and twin studies.

Experimental designs with the similar aim to determine causes encompass true experimental design and double-blind experiment.

Reviewing other research often aims to make certain explanations and includes literature review, meta-analysis and systematic reviews.

Test study before conducting a **full-scale study** to know whether the design works is known as pilot study.

Now, there are some typical experimental designs. The first one is with simple experimental techniques and may include pre-test – post-test design; control group; **randomisation; randomised controlled trials; between-subject design; within subject design.**

The second are called complex experimental designs and encompass **factional design; Solomon four-group design; repeated measures design; counter-balanced measures design; matched subjects design, Bayesian probability.**

When planning a research study, there are various considerations to think about. First, we will start with aims and hypothesis.

Research aims are the stated intentions of questions that are planned to be answered. As for a hypothesis, it is a formal, unambiguous statement of what we believe to be true. They distinguish several kinds of hypotheses:

- ✓ the **null hypothesis**, or a statement of “no difference” or “no relationship” between the populations being studied that is formulated when planning research;
- ✓ the **alternative hypothesis**, that makes a prediction about the effect of the independent variable (IV) on the dependent variable (DV). In the case of a study using a correlational design, the alternative hypothesis makes a statement about the relationship between co-variables;
- ✓ a **directional (or one-tailed) hypothesis** predicts the direction of the effect;
- ✓ a **non-directional (or two-tailed) hypothesis** anticipates a difference or correlation but not the direction.

Second, we will familiarise ourselves with the different sampling procedures and techniques. Among methods of drawing a sample, i.e. **sampling techniques**, they distinguish the following: **random sample** that is an unbiased sample; **systematic or quasi-random sample**; **opportunity sample**, that is the most commonly used technique; **volunteer or self-selected sample**; **stratified sample**; **quota sample**.

To avoid the issues around the identification and control of variables in research, you need to have a clear notion about their types and differences between them. **Experimental variables** are the ones that we are studying. They are the independent variables (IV), the ones that are specifically manipulated so we can observe its effect on the second one, the dependent variable (DV), which is usually the one we are measuring or assessing. **Participant variables** refer to features of the participants, such as their gender, age, social class, and education. These characteristics are important when assessing the extent to which a sample is representative, and are used when matching participants in a matched participant design. The features of the situation, which may interfere with the effect of the IV on the DV and “spoil” the research design, are situational variables. They are of two kinds: extraneous variables, i.e. anything may unintentionally affect the dependent variable, and **confound variables**. Extraneous variables are usually grouped into three categories:

1. Physical or Situational Variables arise when the physical situation of subjects changes for certain groups.
2. Personal Variables mean that one group has personality or other traits that members of the other group do not.
3. Researcher Variables occur when the researcher, himself, does something different for the various groups of the experiment.

All those variables need to be controlled by standardised procedures and instructions, and counterbalancing.

Identifying the features of good research design, we will name some of the most important factors, which are associated with it. The first one is preliminary studies, so-called pilot studies, which makes it possible to check out standardised procedures and general design. The second is reliability, the extent to which something is consistent or stable. It may be internal, the extent to which a measure is consistent within itself; and external, the extent to which a measure varies from one use to another. The third is validity, the extent to which something is true. Within this term, we differentiate **internal validity**, the extent to which something measures what was intended to be measured; and **external validity**, the extent to which the experimental findings can be generalised to real life and other situations.

Exercise 11 Skim through the text once again. Write out all underlined words. Give synonyms to them.

5. Group mind is a hypothesised, collective, transcendent _____, which has been assumed to characterise a group or a society.

6. Facilitator is a _____ who serves as the 'leader' in particular kinds of group therapy settings.

7. Obsession is an _____ that haunts, hovers and constantly invades one's consciousness.

Exercise 14 Match the correct parts of the table below to compile definitions.

Airbrush	is a technique	involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme.
Branding	is a propellant	that aimed at expressing imaginative dreams and visions free from conscious rational control.
Surrealism	is a process	where one fabric is layered or applied on-top of another and secured in place by hand or machine stitching.
Appliqué	is a movement in art and literature	using compressed air to spray a liquid, such as paint, and ink.

Exercise 15 Give the correct term to the definitions below.

1. It is a name of a shape or image cut out of paper or card to create a pattern.

(_____)

2. It is a technique of relief printing in which the image is cut into the wood along its grain.

(_____)

3. It is a picture made up of small parts, which are traditionally tiny tiles made out of terracotta, pieces of glass, ceramics or marble and usually inlaid into floors and walls.

(_____)

4. It is a painting technique using coloured pigment suspended in a transparent medium.

(_____)

5. It is an art movement at the end of the nineteenth century that followed on from Impressionism and included Cezanne, Gauguin and van Gogh. (_____)

Exercise 16 Write the definitions to the terms below. You may follow the examples from the previous exercise.

Impressionism _____

Futurism _____

Dye _____

Composition _____

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Logotype _____

Exercise17 When writing introductions, it is often necessary to define a term from the title in order to demonstrate your understanding of its meaning.

Example

Title: “Visual Literacy: Humanities and the Fine Art Curriculum”

Definitions: **Literacy** is an ability to use language, numbers, images, computers and other basic means to understand, communicate, and gain useful knowledge.

Visual literacy is the ability to recognise and understand ideas conveyed through visible actions or images (such as pictures), as well as the ability to understand, interpret and evaluate visual messages.

Humanities are academic disciplines that study various aspects of human society and culture.

Study the following titles, underline the terms that are worth defining and write definitions for two or three of them.

1. ‘Cultural Consumption in the Fine and Popular Arts Realm’

2. ‘Abstraction and the Structure of Visual Language in the Fine Arts’

3. ‘Onomastics and Visual Arts’

4. ‘Art and Cognition: Integrating the Visual Arts in the Curriculum’

5. ‘Synaesthesia in Cinema and Visual Arts’

6. ‘Imagery Vividness, Creativity, and the Visual Arts’

Exercise 18 Match the columns to create proper definitions.

Research	means	a part of a population, i.e. the group of people from whom the sample is drawn,	selected so that it is considered the representative of the population as a whole.
Empirical	is	the process	data that are collected through direct observation
Sample	means	data	of gaining knowledge either using theories to explain a behaviour or empirical data collection

Exercise 19 Complete the table.

Singular Form	Plural Form	Ukrainian Translation
phenomenon		
	data	
analysis		
alumnus	–	
	hypotheses	
curriculum		
		фокус
medium		
		критерій
	syllabi	
thesis		

Exercise 20 Read the points relating to research on individual differences. Complete the sentences using correct words from the brackets.

(value, findings, purpose, area, behaviour, research, differ)

1. Traditional _____ on individual differences is concerned with measuring, labelling, and grouping people.
2. The _____ of such research is usually not to identify how individuals _____ but to group them according to perceived similarities.
3. The _____ are of limited practical _____ because they do not inform us how we can help any individual to become a more effective learner.
4. Research in this _____ is often based on a theory of learning, which view people's _____ as being heavily influenced by certain traits or attributes, which are fixed.

MODULE 2

COMMUNICATION WITHIN AN ACADEMIC ENVIRONMENT

Content Module 2.1

PRINCIPLES OF ACADEMIC COMMUNICATION: AIMS AND FORMS

Grammar: Adjectives: Degrees of Comparison (Revision)
The Use of Articles (Revision)
The Infinitive Constructions
Introducing Examples
Punctuation: Comma, Full Stop, Capitalisation

Exercise 1 Sometimes, it is necessary to make comparisons when writing essays, reports or research articles, and the comparisons should be made as accurate as possible.

Example 1: Studying mental processes was more interesting than reading W. James' biography. After the treatment, our patient looked happier and healthier.

To modify comparisons we can use adverbs such as *slightly, marginally, approximately, considerably, significantly, substantially* etc.

Example 2: Her experience was considerably larger than that of her younger brother. The methods used by Prof. Strickland were substantially more objective than those used by Prof. Brit.

A. Complete the sentences using the correct degree of comparison of the words in brackets.

1. The part of the brain associated with memory is (large) _____ in women than in men.
2. Baby girls are (sensitive) _____ to the state of their mothers' nervous systems than baby boys are.
3. Because they seem to experience things (intensely) _____, introverts have a (deep) _____ and (anguished) _____ response to life.
4. Their new school was (traditional) _____ than the previous one.
5. The huge amount of raw data made their work a (well-rounded) _____ one.
6. The only question they are discussing is why learning new things makes us (happy) _____.
7. People who sleep an average of eight hours per night have (good) _____ psychological and subjective wellbeing, (few) _____ symptoms of depression and anxiety, (many) _____ positive relations with others.
8. Appreciating the little things that go well is one of the (simple) _____, but the (effective) _____, means to increase our happiness.
9. The (bad) _____ we feel, the (distorted) _____ our thoughts become.
10. It is not always the (good) _____ strategy to gather as much information as possible before acting.

B. Complete the sentences using the adverbs in brackets. Give their Ukrainian translation.

(slightly, significantly, considerably)

1. The changes were _____ dramatic than expected at first.

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2. Biochemically, the male brain is _____ different from a female one.

3. Phil accused her of plagiarism, because the article was not even a _____ altered piece of writing.

Exercise 2 Add necessary prefixes *un-, under-, dis-, in-* to the words in brackets to get proper sense and make the sentences meaningful. Translate the sentences into Ukrainian.

1. Some people believe that criminals are normal people put in (usual) _____ circumstances. _____

2. What makes one person able to (obey) _____ authority, while the rest cannot?

3. According to Fritz Perls' words, the Gestalt outlook is the original, (distorted) _____, natural approach to life. _____

4. Oliver Sacks says that we often (estimate) _____ just how strong the will of the self is to assert itself in the face of disease. _____

5. Learning fuels people's creativity, as ideas can come from making connections between seemingly (related) _____ things. _____

6. When your beliefs are (realistic) _____, stress is inevitable.

Exercise 3 Complete the sentences underlying the correct article from the brackets.

1. Researchers at (the, -) Utah State University asked three groups of participants to complete a task that tests whether they could resist infant gratification for a better reward later on. 2. Investigators at (the, -) University of Singapore and (the, -) National University of Singapore engaged participants in some small talk. 3. Past studies which were conducted at (the, -) Oxford University showed what is linked with depression-like behaviour in rodents. 4. Catherine Harmer is a head of Visual and Fine Arts department at (the, -) University of Oxford. 5. A team led by Roberto Malinow of (the, -) University of California, studied an evolutionary ancient region deep in the brain. 6. Kelly Goldsmith, an assistant professor of marketing at (the, -) Kellogg School of Management at (the, -) Northwestern University, introduced the idea of scarcity. 7. According to Catherine Haslam, a professor at (the, -) University of Queensland in Australia, group relationships reinforce self-identity.

Exercise 4 A. We can use certain adjectives as nouns for several purposes.

One group of adjectives can be used as abstract nouns. They are singular and cohere with singular verbs.

Example: the good, the bad, the useful, the unexpected, the conscious, the unconscious, the unknown, the variable, etc.

Another group is used to denote groups of people with common features. Adjectives from this group always agree with plural verbs.

Example: the young, the elderly, the rich, the deaf, the old, the blind, the dumb, the eminent, the aged, the disabled, the educated, the handicapped, the needy, the oppressed, the homeless, etc.

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We use the next group of adjectives to categorise people by social class, status or position, physical condition, nationality, religion, race, belonging to a certain time, membership of a particular group (interests, profession, viewpoints, etc.), ethnicity or a tribe.

Example: the nobles, the superiors, the Muslims, the blacks, the contemporaries, the Freudians, the English, etc.

B. In all these cases we use a definite article (the) to make a distinction between adjectives and nouns and to emphasize their word class.

Example: Many women are the victims of unconscious discrimination by men. –

Freud's psychoanalytic theory emphasises the influence of the unconscious on people's thoughts and behaviour.

Exercise 5 Read the sentences. Determine whether the underlined words are adjectives or nouns.

1. He refused to accept a job of inferior status. – He hides from the inferiors the sources of domination.

2. People should obtain equal treatment under the law. – Mutual respect grows out of exchanges between individuals considered as the equals.

3. Recent studies confirmed that the early Christians shared an androcentric mind-set. – We consider the problem from a Christian approach.

4. All those white people make generalisations about the other's culture, without really understanding it. – The new mayor is very popular among the Whites.

5. There would be a very fierce dispute between the Ancients and the Moderns if they met. – Here are some piano releases for keyboards, solo and duo, ancient and modern.

Exercise 6 A. Study the list of the words and phrases used to characterise English for academic purposes.

Accuracy = precision

To be devoid of = to be completely lacking in something

Nominalisation = the process of transformation of a verb into a noun

Impersonalisation = the process of making a statement impersonal

Unbiased = objective, fair, not influenced by personal opinions or emotions

To consolidate = to strengthen, to make something more effective

To signal = to make something clear

Credibility = trustworthiness, reliability

To constitute = to make up, to form

Discourse = communication

Textualisation = an act or a process of putting into text, setting down as concrete and unchanging

B. Complete the sentences with the suitable elements from **part A**. Translate them into Ukrainian.

1. English for Academic Purposes _____ any emotional expressions.

2. Specific features of academic English are its _____, _____, nominalisation and the use of _____ language. – _____

3. _____ plays a key role in constituting technicality in scientific _____.

4. English for Academic Purposes enables academics and students to signal _____ and objectivity. – _____

Exercise 7 Complete the table. Translate the following nouns.

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Singular	Plural	Translation
Datum		
Curriculum		
Medium		
Colloquium		
Symposium		
Criterion		
Phenomenon		

Exercise 8 Read and translate the text about academic communication. Give a heading to the text and write it in the space on the right.

Scholarly scientific communication or, in other words, academic communication is the most formal type of communication in science. Academic communication is an area of interpersonal skills study that focuses on the appropriate use of language within a higher education setting. It normally leads to a formal publication of results, findings, observations and views, arising from a scientific research project. Most often, the official results are published in the form of printed materials, such as academic journals. Verbal communication channels, such as personal contacts with colleagues and teachers, seminars, **workshops**, lectures, and conferences, are also vital to exchange of information among scientists. These types of communication work toward the **advancement** of the various scientific disciplines.

Academic communication between qualified professional experts, scientists and researchers usually take place in two basic forms: oral (presentations at scientific events, **colloquia** or conferences) and written (articles in **conference proceedings**, scientific journals or in monographs (books), and reports).

Academic communication takes place mainly in scientific meetings (conferences, **symposia**, workshops etc); scientific journals or magazines; lecture series in scientific institutions, universities.

At conferences, experts meet to share information. These meetings are attended and later are discussed by other scientists. A written article containing the content in extended form follows each speech. The collection of such articles appears as a book called the proceedings of the conference.

Scientific journals are published in regular intervals (monthly, quarterly, bi-annually etc) and are organised in volumes and issues. Apart from journals and proceedings, there are other forms of scientific publications. They are books, monographs, dissertations, or technical reports.

An important part of any research is writing the report **to acquaint** other researchers within scientific community with the findings. Such publications serve as a platform for academic communication and exchange of opinions. The aim of any publication within academic communication is to cover background, the procedure and results and meaning of the research. It is very important to follow certain standards in writing style. Writing a scientific paper assumes the knowledge of the purpose of the work, knowledge of the methodology, and a good scientific style. The characteristics of a scientific writing style derive from intention of communicating scientific information. A good scientific style fulfils the purpose of providing the readers **unambiguous comprehensible data**. An important aspect of a high-quality scientific text is its agreement to basic linguistic rules and norms. Scientific writing requires clarity and precision, together with **logical sequence** of presentation of ideas and viewpoints.

Exercise 9 Answer the following questions.

1. What are the aims of academic communication?

2. What are the types of academic communication in regards to their forms?

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3. What are the academic communication participants?

4. Where does academic communication take place?

5. What is the aim of a conference?

6. What are the conference proceedings?

7. Name the scientific/ academic publications.

8. What is the aim of scientific publications?

9. What do you know about an academic writing style?

Exercise 10 Translate into Ukrainian or give Ukrainian equivalents.

Наукова комунікація – _____,

припускати наявність теоретичних знань – _____,

публікація результатів спостереження – _____,

усне спілкування – _____,

майстер клас – _____,

поглиблення /розповсюдження – _____,

матеріали конференцій – _____,

доповідь (усна промова) – _____,

звіт (письмова доповідь) – _____,

особлива характеристика наукового стилю письма – _____,

_____,

намір – _____,

недвозначні дані – _____,

вимагати – _____,

ясність і точність – _____,

логічна послідовність – _____,

виклад (презентація) засадничих положень – _____,

ряд лекцій – _____.

Exercise 11 Match the synonyms.

- | | |
|----------------|-------------------|
| 1. results | a) to encompass |
| 2. view | b) clarity |
| 3. different | c) goal |
| 4. to contain | d) fact |
| 5. to cover | e) accuracy |
| 6. viewpoint | f) findings |
| 7. to acquaint | g) to provide |
| 8. aim | h) opinion |
| 9. to give | i) to include |
| 10. datum | j) to familiarise |
| 11. need | k) various |
| 12. clearness | l) to require |
| 13. precision | m) position |

Exercise 12 A. We use examples in academic writing to support or illustrate ideas. Suitable examples can strengthen the argument; they can also help the reader to understand a point better. Therefore, by using examples we can generalise, make ideas more concrete, clear and easier to comprehend, make the writing less theoretical and help the writer support the point. To introduce examples we use some phrases:

1) for instance, for example; 2) such as, e.g.; 3) particularly, especially (to give a focus); 4) a case in point (for single examples)

Individuals with eating disorders have some problem with food, for example they may overeat (e.g. obesity), or undereat (e.g. anorexia).

Creative arts are often divided into more specific categories, such as decorative arts, plastic arts, and performing arts.

B. Read the sentences, point out examples. State their purpose.

1. Hormones, particularly testosterone in males and oestrogen in females, control many sex-related behaviours, such as puberty.

2. They will critically consider research into the inheritance of intelligence, in other words, the nature – nurture debate.

3. The media often influence the form, for example 3-D art works or 2-D drawings.

4. Many aspects of personality dynamics are unconscious, and their expression is indirect, for instance through dreams and in ‘Freudian slips’.

5. We may focus more on being happier in the moment than on figuring out how our behaviour will affect us in the long run. For example, the perceived link between power and portion size may help explain, particularly why obesity has increased most rapidly among underprivileged Americans.

C. Complete the sentences. Add a suitable example to each sentence and introduce it with one of the phrases in brackets.

(e.g., such as, namely, that is, for example, i.e.)

a) *biting the tongue, keeping a drawing pin hidden in a shoe, tensing and releasing muscles*

b) *special suppressed by oestrogen*

c) *productivity, academic marks, creativity*

d) *a board meeting or a criminal jury*

e) *religious festivals, music concerts, etc.*

f) *happiness, surprise, disgust, sadness, anger, and fear*

g) *inability to name objects or repeat a phrase, to speak spontaneously or even read*

h) *they rarely use function words*

i) *war or accidents*

j) *memory deficit*

k) *hunter/warrior vs. gatherer/nurse/educator*

1. Diagnosticians specify possible reactions to particular drugs within the context of culturally validated phenomena (_____).

2. Certain sounds and smells can instantly transform clients back to time of trauma (_____).

3. There are six fundamental and distinguished emotions, _____.

4. Males suffer from bilingual development (_____) while females seem unimpaired.

5. Specific differences are predictable on the basis of evolutionary specialisation (_____).

6. Brain differences are established by prenatal sex hormones; later on, hormones affect ability profiles (_____).

7. Physical measures of beating the lie detector may involve self-inflicted pain (_____).

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8. Most people assume that if decisions are made by a group (_____), they tend to make more moderate and less extreme decisions than individuals making the same judgement alone.

9. Against the major principles of reinforcement, Alfie Kohl argues that the more you reinforce a person for any activity (_____), the more they will lose interest in the very activity they are being rewarded for.

10. Aphasia is an umbrella term to describe a multiplicity of language problems with a dozen symptoms (_____).

11. Damage to Broca's area often produces agrammatism – sufferers cannot comprehend complex syntactical rules (_____).

Exercise 13 Rewrite the sentences. Instead of using 'people', 'they', or 'somebody', write a passive sentence with an appropriate verb form.

Example: They can solve the problem. – The problem can be solved.

1. Someone will demonstrate the programme to the postgraduate students.

2. They explained the procedure to the new members of the research team.

3. People expect better results soon.

4. Students should send their complaints to the head of department.

5. They are going to hold next year's conference in Liverpool.

6. Everyone knows that fact very well.

7. You must write the answers on the examination paper in black ink.

8. Someone should investigate the problem.

Exercise 14 Rewrite the underlined parts of the sentences. Instead of using them, write a passive sentence with an appropriate verb form.

Example: Yesterday, they discussed the current issue of people's attitude to the art. –

The current issue of people's attitude to the art was discussed yesterday.

1. The recent local crime surveys replicate these findings in the latest journal issue.

2. The rules require the subject to answer if the statement is true or false.

3. The examiners should conduct the examination in the greatest possible privacy.

4. We will confine the discussion to the general principles of treatment mental disorders.

Exercise 15 Rewrite parts of the following sentences beginning with "it".

Example: They considered... – It is considered that...

1. Somebody claimed that *the medicine* produced no side effects.

2. People consider that *this* psychoanalytic is a brilliant consultant.

3. At the present time, researchers believe that *the only problem* with daytime sleep is that it is too short.

4. If one person chooses to cause serious injury to another, we should presume that *he or she* realises that there is always a risk of death.

Exercise 16 Rewrite parts of the same sentences from the previous exercise in the other passive form, beginning your sentences with the words *in bold italics*.

*Example: They consider that **aphasia** is a learning difficulty. –*

***Aphasia** is considered to be a learning difficulty.*

1. _____

2. _____

3. _____

4. _____

Exercise 17 Read the information about *The Subjective - With - the Infinitive Construction*.

He is said to know all the details about their recent research. Кажуть, що він знає всі подробиці про їх нещодавнє дослідження.

She seems to have read all the recommended books. Здається, вона прочитала всі рекомендовані книги.

He is likely to pass his qualification exams. Імовірно, він складе кваліфікаційні іспити.

We can use this structure with a number of verbs, which can be either active (A) or passive (B).

A. To seem / to appear	здаватися;
To prove / to turn out	виявлятися;
To happen	випадково зробити, траплятися.
B. To be believed	перекладаються як "вважають, думають, убачають, припускають"
To be considered	
To be thought	
To be supposed	
To be assumed	
To be expected	очікують;
To be estimated	оцінюють;
To be said	говорять;
To be reported	повідомляють.

There are some other expressions used with this structure:

To be likely мабуть, імовірно;
To be sure/to be certain напевно.

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Exercise 18 Correct punctuation and use of capital letters help the readers to understand exactly what the writer meant. Mind the use of the capital letters in the following cases:

1) *The first word in a sentence*

Like any emotion, nostalgic feelings must be triggered by some external or internal events.

2) *Days of the week and months*

The first Sunday in October is usually Teachers' Day.

3) *Nationalities*

the Ukrainians, the Germans, the British

4) *Names of people and places*

In 1902, Sigmund Freud was appointed professor at the University of Vienna.

5) *Book/article titles (main words only)*

Among Freud's early works we can name 'Studies On Hysteria' (1893-1895) and 'Psychopathology of Everyday Life'.

6) *Academic subjects*

There is a range of subjects to be studied at Psychology Department, including Stress Management, Mathematical Statistics, Social Psychology, Developmental Psychology etc.

7) *Names of organisations*

Anna Freud was an important member of the International Psychoanalytical Association.

Exercise 19 Rewrite the sentences. Capitalise the words where necessary.

1. all in all, vienna was a very cosmopolitan place – its citizens included germans, jews, poles, hugarians, italians, and czechs. _____

2. a 2008 study by emily james and david dunning, scientists at the university of california, los angeles, found anomalies in cross-hemisphere communication in children with adhd. _____

3. next wednesday, professor of columbia university will start a series of lectures on the history of arts. _____

4. grey's anatomy is one of several tv shows that exhibits subtle racism. _____

5. first year students of the visual arts department are supposed to study the history of arts, business ukrainian, and many other subjects. _____

6. references in ancient greece likened memory to tracing in a wax tablet, in the middle ages to parchment, and later to books, files, photos, audio recording and computer hard drives. _____

7. five million americans suffer from alzheimer's disease, but scientists still have more questions about it than answers. _____

8. in october, researchers at columbia university reported that there is a link between mitochondria and alzheimer's. _____

Content Module 2.2

THE SUBSTANTIATION OF SCIENTIFIC RESEARCH

Grammar: Word formation
The Infinitive Constructions
Abbreviations

Exercise 1 State the parts of speech of the following pairs of words. Translate them without dictionaries.

- Accurate () – accuracy ();
- author () – authority ();
- topic () – topicality ();
- valid () – validity ();
- credible () – credibility ();
- reliable () – reliability ();
- objective () – objectivity ();
- technical () – technicality ();
- universal () – universality ();
- personal () – personalisation ();
- impersonal () – impersonalisation ();
- nominal () – nominalisation ();
- general () – generalisation ();
- textual () – textualisation ().

Exercise 2 A. The Infinitive Constructions are very widely used in academic style to make the sentences more impersonal. Study the following facts.

A type of sentences that has two possible forms in the passive is that consisting of **Subject + Verb (say, think, feel, expect etc.) + Noun Clause Object:**

- a. They say that he knows some very important aspects on a cognitive view of motivation.
- b. People felt that psychologists were doing valuable work.
- c. Everyone thought that psychopathic individuals had shown little regard for people around.

In academic writing, the ideas expressed in these sentences would generally be presented in the passive. One possible construction is that where the impersonal “it” introduces the sentence:

- a. **It is said** that he knows some very important aspects on a cognitive view of motivation.
- b. **It was felt** that psychologists were doing valuable work.
- c. **It was thought** that psychopathic individuals had shown little regard for people around.

However, in many cases the other construction is possible:

- a. **He is said to know** some very important aspects on a cognitive view of motivation.
- b. **Psychologists are felt to be** doing valuable work.
- c. **Psychopathic individuals were thought to have** little regard for people around.

B. Rewrite the following sentences in described alternative passive form.

- 1. People know that human have survived by sophisticated social bonding, characterised by unconditional attachment, forgiveness, gratitude, and affectionate eye contact.

2. Psychologists suggest that music is involved with so many functions of the brain: it can aid memory, assist movement, and trigger emotions.

3. They suppose that despite the fact that boys develop verbal skills more slowly, boys who spend more time with girls talk more, have bigger vocabularies, and score higher on verbal exams.

4. Psychologists suggest that the latest findings in neuroscience have inspired an innovative method for treating psychiatric conditions.

5. Scientists know that certain brain regions play many critical roles in overall brain function, even foster imagination and creativity.

Exercise 3 Study the following formal words. Give their proper Ukrainian translation. Choose the words from those in brackets to explain their meaning.

(incentive, unusual event, precision, method, link, part of a longer work, favourite choice, truth, debate, informed guess, replacement, proof, angle of study, test/evaluation, new introduction, supply, series of study, weight put on one area, unstated suggestion)

Accuracy _____ ;
Validity _____ ;
Assumption _____ ;
Technique _____ ;
Correlation _____ ;
Approach _____ ;
Provision _____ ;
Implication _____ ;

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Controversy _____ ;
Emphasis _____ ;
Assessment _____ ;
Evidence _____ ;
Perspective _____ ;
Sequence _____ ;
Innovation _____ ;
Preference _____ ;
Substitute _____ ;
Phenomenon _____ ;
Extract _____ ;
Motivation _____ .

Exercise 4 Complete each sentence with a suitable noun from the previous exercise. Translate them into Ukrainian.

1. They have found a _____ between brain size and intelligence.

2. Professor Hu has brought a new _____ to the study of art therapy.

3. Their instructor put the _____ on practical research.

4. Writing is known to be a _____ of reading, note taking, planning and drafting.

5. Repeating the experiment will improve the _____ of their results.

6. Due to the rising birth rate, _____ was made for more school places.

7. The tutor asked the class for their _____ for the next semester's studio practice topics. _____

Exercise 5 Study the following new words and word-combinations.

To reflect = to reveal;

Essence= core;

To submit = to give a piece of writing for consideration or approval;

Topicality =actuality, urgency;

To pose = to ask or put a question;

Prior to = before;

To be deemed= to be considered;

To refute premises = to say or prove that a statement or idea is not correct, to prove false;

To state premises = to declare, announce, formulate hypotheses;

Auxiliary = assisting, supplementary;

Mentor= tutor, instructor, teacher;

Elaboration = development, working out;

To comprise = to cover, to encompass, to contain.

Exercise 6 Translate the sentences below into Ukrainian. Pay attention to the underlined words and phrases.

1. The title of your thesis does not reflect the essence of the contents of your work.

2. The student must confirm the submitted title of the topic of the thesis with its topicality and relevance proved.

3. The students pose research questions or hypotheses to which they will try to provide well-grounded answers during the research

4. The submitted topic is deemed as unsuitable for a master's thesis.

5. The students should state all the scientific methods that they will be using during the research to prove or refute premises.

6. The student states the most important results expected to be obtained by the implementation of the research.

7. The core of the literature and sources must comprise at least 50 units in the case of the master's thesis.

Exercise 7 Re-write the sentences changing the underlined words into more appropriate ones.

1. Our research group didn't manage to collect facts to prove the hypothesis of the submitted topic.

2. That kind of behaviour plays an important role in the process of socialisation during early childhood.

3. Due to the fact that the title of the research reflects the essence of the contents, it should be clear and contain up to nine words.

4. The recent survey revealed a decreased number of the advocates of the theory.

5. This issue should be studied during longer time period.

6. Last year, the experiment procedure was repeated a great number of times.

7. Despite the fact that the students use one principle scientific research method, they may use other auxiliary methods in their study.

8. The research results must constitute a contribution to the discipline for the purpose of showing the application of the research results presented in the master's thesis.

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Exercise 8 Read the text below. Write out the most complex tasks for you to complete when substantiating your research.

The title should reflect the essence of the contents of the thesis simply, clearly and unambiguously. The title should not be too long or too short; it generally contains up to nine words. It must include the key words of the discussed topic. Here are the important components of the study of master's thesis:

Explanation of topic and problem: the student must substantiate the submitted title of the topic of the thesis with its topicality and relevance proved. The research problem must be defined clearly and specifically. The student may break down a compound problem and discuss it in several segments. Based on the main problem, the student defines the object of the research.

Purpose and aims of the research: The students must unambiguously define the research purpose and aims that they intend to achieve with the research. The student divides the main aim into several sub-aims. After defining the purpose, the main aim and sub-aims, the students pose research questions or hypotheses to which they will try to provide well-grounded answers during the research, formulation and written presentation of the research results.

Evaluation of research conducted so far in the elaboration of the master's thesis: Prior to submitting the topic of the master's thesis, the student must study numerous bibliographical units from the field of the discussed topic. Then it must be critically determined that the submitted topic has not been fully researched, discussed and presented to the public in the way the student has conceived of, neither at home nor abroad up to the moment the topic of the master's thesis was submitted. If the student does not demonstrate this, the submitted topic is deemed as unsuitable for a master's thesis.

Defining the hypotheses and research methods: The student should present the method of verifying hypothesis. A suitably defined problem and object of the research present a basis for proposing hypotheses, the validity of which should be tested in the paper. Working hypotheses are recommended obligatory for the master's thesis. When submitting a topic, the students state all the scientific methods that they will be using during the research and with which they will try to solve the problem and the object of the research, prove or refute premises, achieve the purpose and aims of the research, and answer all the posed questions. The student usually uses one principal scientific research method. In addition to the principal method, the student uses many other methods, which are considered auxiliary.

Expected results and contribution of the research: The student defines the expected contribution of the research specifically, precisely and unambiguously. It is used as a basis for judging the expert contribution of the student, his/her qualification and suitability for obtaining an expert or scientific title and the suitability of the topic of the master's thesis. The student states the most important results expected to be obtained by the implementation of the research.

Expected contribution to science and the discipline: The research results must constitute a contribution to the discipline. The student clearly and specifically states the premises that will allow for the application of the research results presented in the master's thesis.

Concise description of the envisaged chapters and the structure of the thesis: For every thesis or chapter the student gives a concise description of what he/she intends to discuss, with regard to the hypotheses. The thesis structure is characterised by the organisation, distribution and interconnection of all the thesis elements. The student can prepare a quality structure on the basis of the (substantial) number of previously studied publications on the selected topic and close cooperation with the mentor.

Core of the used literature and sources: The students list the core of the literature and sources, which they will be using for the elaboration of the thesis. The core of the literature and sources must comprise at least 50 units in the case of the master's thesis. One fifth of the units must be written in a foreign language.

Exercise 9 Rewrite the following sentences using suitable synonyms to the underlined words and phrases.

1. You should give a concise description of the discussion topic.

2. The study results must constitute a contribution to the discipline.

3. The title must include the main words of the discussed theme.

4. The student should give the method of verifying assumption.

Exercise 10 Translate the following sentence connectors. Tell their meaning.

Як результат _____, проте _____, узагалі _____, крім того _____, на додаток _____, у зв'язку з цим _____, в цьому контексті _____, особливо _____, зазвичай _____, головним чином _____, суттєво _____, нажалі _____, на диво _____, все ще _____, як наслідок _____, неминуче _____, іншими словами _____, з цієї точки зору _____, в протилежному разі _____, незважаючи _____, наприклад _____, в кінці _____, потім _____, крім того _____, на додаток _____, подібно _____, в широкому контексті (розумінні) _____, типово _____, природно _____, остаточно _____, отож (отже) _____, звичайно _____, таким чином _____.

Exercise 11 Translate the following sentences into Ukrainian. Pay attention to the structures *it is said /supposed/believed/known; he is said/supposed/believed/known* which are translated as "відомо, що...", "уважається, що...", "говорять, що...".

1. It is known that dreams reflect our waking life. _____

2. Brain is considered to be never fully inactive. _____

3. It is supposed that art touches every aspect of our life. _____

4. It is said that individual characteristics are not stable throughout life. _____

Exercise 12 Complete the gaps in the table below. Use the dictionaries if necessary. Give Ukrainian equivalents.

NOUN	ADJECTIVE	NOUN	ADJECTIVE
	approximate		particular
superiority		reason	
	strategic		synthetic
politics		economics	
	industrial		cultural
exterior		average	
	high		reliable
heat		strength	
	confident		true
width		probability	
	necessary		long
danger		relevance	

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	subjective		theoretical
analysis		object	

Exercise 13 Complete the sentences with a suitable noun or adjective from the table.

- The students were _____ their contemporary art project would be successful. _____
- The postgraduate students of Fine Arts and Design complained that the lecture was not _____ to their course. _____
- The results are so surprising it will be _____ to repeat the experiment. _____
- Regular backing up computer files reduces the _____ of losing vital work. _____
- Revising for your final exams is a tedious _____.
- The obtained data appear to be _____ and should not be trusted. _____
- They attempted to make a _____ of all the different proposals. _____

Exercise 14 Match the opposite adjectives below. Give their Ukrainian translation.

- | | |
|--------------|---|
| theoretical | relative |
| subjective | inaccurate |
| rational | practical/empirical <i>теоретичний - практичний</i> |
| logical | concrete |
| absolute | objective |
| relevant | non-specific |
| precise | inclusive |
| abstract | inaccurate |
| exclusive | synthetic |
| ambiguous | irrational |
| metaphorical | ineffective |
| accurate | irrelevant |
| reliable | unambiguous |
| analytic | literal |
| specific | illogical |
| effective | unreliable |

Exercise 15 Complete the sentences using a suitable adjective from the previous exercise. Translate them into Ukrainian.

- The tutor complained that the quotes were _____ to the title. _____
- Her _____ approach led her to ignore certain inconvenient facts. _____
- _____ examples are needed to make the argument clear. _____
- They approached the task in a _____ way by first analysing the headline. _____

5. The students preferred examining case studies to _____ discussions. _____

6. Nylon is one of the earliest _____ fibres. _____

7. Finally, the _____ implications of my findings will be examined. _____

8. Last month, some progress was made in the _____ area. _____

Exercise 16 A. Abbreviations are important and expanding feature of contemporary English, used for convenience and save of space. Abbreviations are mostly commonly formed by taking initial letters of multi-word sequences to make a new word: **BA –Bachelor of Arts, MRI –Magnetic Resonance Imaging**; there are also abbreviations that incorporate non-initial letters: BSc – Bachelor of Science, Inc. – Incorporated. Abbreviations can be spelled with either capital or lower-case letters, and they either can be pronounced by individual letters (so-called **initialisms**, as in **MBTI –Myers-Briggs Type Indicator**) or by applying regular reading rules (e.g. **NATO – North Atlantic Treaty Organisation**). In the latter case, the abbreviations are called **acronyms**.

Study the following examples of common abbreviations.

CV – curriculum vitae; MSc – Master of Science; PG – postgraduate; PhD – Doctor of Philosophy; PR – public relations; UCAS – Universities and Colleges Admissions Service; UG – undergraduate; URL – uniform resource locator (website address)

We can employ abbreviations of various levels of speciality, but they should be explained in brackets on first use.

Example: The tip-of-the-tongue (TOT) phenomenon is a near-universal experience with memory recollection involving difficulty retrieving a well-known word or familiar name. When experiencing TOT, people feel that the blocked word is on the verge of being recovered.

When a phrase is used for the first time, it must be written in full, but on subsequent occasion can be used alone.

Example: The Diagnostic and Statistical Manual of Mental Disorders (DSM) is published by the American Psychiatric Association (APA). The DSM largely determines the type of diagnosis clinicians make.

B. Complete the sentences using the correct abbreviations, initialisms mainly.

1. In the new addition of Diagnostic and Statistical Manual of Mental Disorders (___), five disorders are all placed into a new category called autism spectrum disorder (___). Psychiatrists using the new ___ will give anyone on the spectrum a diagnosis of ___, along with a rating of illness severity.

2. When terrifying events can overwhelm our coping capacities, leaving us psychologically paralysed, we may be at risk for post-traumatic stress disorder (_____). _____ is an anxiety disorder marked by flashbacks, nightmares and other symptoms that impair everyday functioning.

3. Nearly 45 percent of patients diagnosed with Rapid Eye Movement (___) sleep behaviour disorder go on to develop Parkinson's disease and other conditions caused by a lack of dopamine in the brain.

4. Obsessive-compulsive disorder (___) may be a form of hypermoralism, while antisocial personality disorder (_____) may be its moral opposite, according to a new report. Dozens of case studies of _____ and _____ were analysed to determine that the two afflictions exist on opposite ends of a continuum.

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5. Children with Autism Spectrum Disorder (____) typically display a narrow range of interests, and often have stereotypical motor behaviours, such as rocking, flapping or toe walking.

Exercise 17 As for the punctuation with abbreviations, many standard abbreviations have a full stop after them to show that they are a shortened form of a word (*Prof., etc., co.*). With acronyms and other abbreviations, it is normal to write the letters without full stops (*PET, ABC*).

Study the list of abbreviations:

- a.s.a.p. – as soon as possible
- c. – circa (in dates – about)
- e.g. – for example
- et al. – and others (about the authors in reference)
- etc. – et cetera (and so on – not to be used in academic work)
- Fig. – figure (for labeling charts, tables and graphs)
- i.e. – that is
- K – thousand
- pp. – pages
- vs. – versus

Exercise 18 Complete the sentences using abbreviations instead of full phrases **in bold**.

1. Spices and herbs, **for example** sage, oregano and thyme, are full of brain-boosting compounds called flavonoids. _____

_____ 2. Could you, please, email me the recent results of your experiment **as soon as possible**? _____

_____ 3. Additional data are presented on **pages** 44-45, **chart** 7. _____

_____ 4. The arguments about nature **versus** nurture and continuity **versus** discontinuity are the major controversies in psychology. _____

_____ 5. According to psychoanalysis, the ego defends itself against anxiety using ego-defence mechanisms, **for example** repression, denial, projection **and so on**. _____

_____ 6. Input, **that is** registering, encoding information, is one of the stages involved in the operation of memory. _____

_____ 7. Sensory data is translated into a memory trace (**that is** the physical representation of the information in the brain). _____

_____ 8. Today, some researchers talk about the AIM (**that is** attention, interpretation and memory) model of happiness. _____

_____ 9. According to a new study by a team of scientists from the University of Pittsburgh, people with very poor health are less likely to survive to the advanced age (**that is** 77.3 years). _____

_____ 10. Memory impairment as a source of neuro-developmental learning difficulties is often overlooked or misdiagnosed as something else (**for instance**, dyslexia or ADHD). _____

MODULE 3

ORAL PRESENTATION OF A SCIENTIFIC WORK OR RESEARCH FINDINGS



Content Module 3.1

SCIENTIFIC CONFERENCE: GENERAL NOTIONS

Grammar: Use of Language
Verbs of reference
Prepositions
Hyphenation

Exercise 1 Underline the word more suitable for an academic paper from those in brackets.

1. The government has made (good/considerable) progress in solving environmental problems. 2. Our research group (got/obtained) encouraging findings. 3. A loss of jobs is one of (the things that will happen/ consequences) if the process is automated. 4. The results (of a lot of/ numerous) different projects have been (pretty good/ encouraging).

Exercise 2 Rewrite the following sentences. Provide a more formal word or phrase for the one underlined in each sentence. Translate into Ukrainian.

1. The course begins with a one-week introduction to Art Theory. _____

2. Regulations require that students come to at least 90% of the lectures. _____

3. What is needed is a complete reorganisation of the system. _____

4. 10 Downing Street is the British Prime Minister's official house. _____

5. Firstly, we supposed the experiment not to be a complete failure. _____

6. I was lucky enough to get a research scholarship at Stanford. _____

7. Despite their childish theory and premature hype, researchers are moving ahead. _____

8. We need enough time to deal with the problem. _____

9. One of the symptoms of vitamin C lack is extreme tiredness. _____

10. The early sociologists set a number of traditions that have then moulded the place of women in society. _____

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Exercise 3 Choose and highlight the sentence, which is more appropriate in formal academic communication.

1. Recent figures won't improve until the situation is better. – Recent figures will not improve until the situation is better.
2. The analysis yielded no results. – The analysis didn't yield any new results.
3. You can see the results in Table 1. – The results can be seen in Table 1.
4. The problem doesn't have many viable solutions. – The problem has few viable solutions.
5. Then, the solution can be discarded. – The solution can then be discarded.

Exercise 4 As you know, academic communication is characterised by using more formal verbs and verbs of reference for summaries introduction. Study the list of verbs below and find a synonym to each verb using those in brackets.

(to produce, to experience, to link to, to create, to suggest, to modify, to explain, to work together, to show, to defeat, to concentrate on, to distinguish, to find, to reveal, to carry out, to occur, to turn out, to accept, to manifest, to found, to have features of, to put forward, to make something easier to understand, to deal with)

Verb – Synonym	Translation	Verb – Synonym	Translation
to adapt –		to characterise –	
to conduct –		to relate to –	
to prove –		to imply –	
to clarify –		to discriminate –	
to arise –		to generate –	
to recognise –		to interact –	
to determine –		to overcome –	
to establish –		to undergo –	
to focus on –		to interpret –	
to exhibit –		to yield –	
to propose –		to be concerned with –	

Exercise 5 Complete the sentences using correct verbs from the previous exercise.

1. The pattern was _____ to both social and physical factors.
2. The largest study in that area was _____ in the UK.
3. As the results showed, only half of the patients _____ signs of improvement.
4. Their absence has _____ a complete lack of interest.

Exercise 6 Read and translate the text below. Find and circle the prepositions in the text. Underline the words the prepositions are linked to.

A conference is generally understood as a meeting of several people to discuss a particular topic. It is often confused with a convention, colloquia or symposium. While a conference differs from the others in terms of size and purpose, the term can be used to cover the general concept. A convention is larger than a conference; it is a gathering of delegates representing several groups.

At a conference, innovative ideas are thrown about and new information is exchanged among experts. An **academic conference** is a gathering of scientists or academicians, where research findings are presented or a workshop is conducted. Most conferences have one or more keynote speakers who will deliver the keynote speech. These are common at academic and business conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. There are various types of conferences:

- A **symposium** is a casual gathering and includes refreshments and entertainment.

- A **seminar** is organised to discuss a particular topic. They are usually educational in nature and attendees are expected to gain new knowledge or skills at the end of the seminar
- A **workshop** is more of a hands-on experience for the participants with demonstrations and activities; the amount of time one speaker addresses the group is limited
- A **round-table** conference is a get-together of peers to exchange thoughts and opinions on a certain topic, usually political or commercial. There are a limited number of participants who sit at a round table, so that each one can face all the others.

So, conferences are an important meeting place for scientists from all over the world for discussing, for getting knowing each other, for exchanging news, ideas, and research findings. On the official site of a conference, you can obtain complete information, which includes the topics of interest, organisers with general chair, programme committee as well as other committees for organising the conference. The conference programme published on the site usually encompasses sessions and breaks, session chairs and a list of talks / speeches. The conferences are followed by a collection of all talks presented at them. This collection is called the proceedings. There are some forms of the proceedings. The first form is a book; the second one is an online version of the proceedings – table of the contents that is freely acceptable. However, all full text versions of articles have to be bought, unless your university or institute is a subscriber of the series.

Presenting your research at a conference is a vital step on the road to a research career. Regarding your presentation goals, you should bear in mind that your presentation should not replace your paper. You should make the audience want to look for it and read it. That is why; you should talk about information in your paper that cannot be completely covered in the presentation.

A conference presentation differs from journal articles, thus it requires different skills. The skills you will need to develop in order to present an academic paper are as follows:

1) The first thing is about oral communication. To make your conference presentation more effective you should talk instead of reading, persuade the audience and be interesting. You need to speak at an even pace, not too quickly. While speaking you should vary your voice in three ways: speak at different speed and make pauses to get audience attention; change the pitch of your voice for a dramatic effect; and experiment with the volume. By lowering your voice and speaking quietly, you could attract the audience's interest.

2) The second one is time management. Preparing your speech you should consider timing issues. At conferences, exceeding your time limits is not polite. The only way to be sure your timing is right is to practice your talk using a watch or a mobile phone with a timing function.

3) The third aspect is the question-and-answer session that follows your presentation. If you know your material well, then there will not be any problems. Have the confidence to know that you are an expert in your particular area and can support your argument.

4) The last, but not the least, thing is networking. Try to meet as many other conference participants, including scholars, postgraduate students, PhD students, and others, as possible during the informal periods. The motivation behind networking is that you could meet someone who is beneficial to your future career. Most senior scientists are open and helpful towards those just starting out in the field. They are wise enough to know that young aspiring scientists today will be professors, department chairs, deans, journal editors in the future.

Exercise 7 The list below gives the ways of using prepositions. Find in the text and write down two or three examples of each.

- Noun + preposition _____
Preposition + Noun _____
Verb + preposition _____
Adjective + preposition _____
Phrasal verbs _____

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Preposition of place _____

Preposition of time _____

Exercise 8 Study the following examples of preposition use and define their type.

1. There are a number of limitations to be considered. (_____)
2. The results would be applicable to all children. (_____)
3. The data were gathered from the recommended questionnaire. (_____)
4. All the items were placed within their categories. (_____)
5. The results of the investigation are still relevant. (_____)

Exercise 9 A. Study the differences between the verbs with prepositions and phrasal verbs.

A prepositional verb is a combination of a verb and a preposition, for example, *to listen to, to agree to, to look at* and others.

A phrasal verb is a combination of a verb and a preposition or an adverb or both, for example, *to bring up, to give up, to pass away, to look forward to* and so on.

A prepositional verb has a meaning that is similar to the meaning of its original verb:

They laughed at him.

John was looking at Mary as she was passing through the hall.

A phrasal verb has a meaning that is different of its original verb: She turned down (rejected) his proposal.

Compare: When Mr. McArthur *passes away*, the land will **pass to** his son.

B. Read the sentences below and point out prepositional and phrasal verbs. Translate the sentences into Ukrainian.

1. To get ahead in this kind of job you have to be prepared to take on a lot of responsibility and work long hours. _____

2. He has been waiting for his brother since 9 am. _____

3. Could you, please, note down all the new phrases for me? _____

4. Just look at him! _____

5. Please, fill in this registration form and return it as soon as possible. _____

6. Do not listen to him! _____

Exercise 10 Phrasal verbs are sure to be not suitable for academic English. Rewrite the following sentences replacing underlined phrasal verbs with their more appropriate equivalents from the list in brackets.

(to finish, to omit, to erase, to misbehave, to expel, to submit)

1. Students often play up, when they are bored in class. _____

2. The instructor rubbed out the new words from the board to test us. _____

3. We have to hand in our forms for the exam on Friday. _____

4. James usually leaves out his middle name when he is filling in forms. _____

5. If you fail 30 % or more of your coursework, you will be thrown out of the college. _____

6. Our course breaks up on June 20. _____

Exercise 11 Verbs of reference are used to summarise another writer's words or some other speaker's ideas. Most of them are followed by a noun clause beginning with 'that'. Read and translate the examples below.

a) These are used for presenting a case:

to argue _____; to claim _____; to consider _____;
to hypothesise _____; to suggest _____; to believe _____;
to think _____; to state _____.

b) These are used to describe a reaction to a previously stated position:

to accept _____; to admit _____; to deny _____;
to agree with _____; to doubt _____.

c) The rest are as follows:

to assume _____; to conclude _____; to show _____;
to discover _____; to explain _____; to imply _____;
to maintain _____; to indicate _____; to reveal _____;
to presume _____.

Exercise 12 Rewrite the sentences referring to what the writer said. Use the past tense (as it is reported speech).

For example, Scott: 'My research shows that most managers tend to use traditional terms.'

Scott found that most managers tended to use traditional terms.

1. B: 'I did not say that women make better artists than men'

2. G: 'I support Jane's views on the colour choice.'

3. F: 'I am not sure, but most people probably work to earn money.'

4. A: 'As the results demonstrated, inflation would remain low.'

5. R: 'The media is blamed for creating uncertainty.'

6. K: 'Small businesses are more dynamic than large firms.'

7. J.: 'There may be a link between crime and education qualification.'

Exercise 13 Study the verbs following other two patterns:

a) V somebody/something + for + noun/ gerund

to blame _____, to censure _____, to commend _____;
to condemn _____, to criticise _____.

Example: Some people are blamed for nothing.

b) V somebody/something + as + noun/ gerund

to assess _____, to characterise _____, to define _____,
to classify _____, to describe _____, to portray _____,
to interpret _____, to present _____, to identify _____.

Example: Romantic artists portrayed nature as wild and powerful.

Exercise 14 Rewrite the sentences using the verbs in brackets from the previous exercise. Follow the example below.

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Example: Pete: 'The accident was Marvin's fault.' –

Pete blamed Marvin for the accident.

1. Jake: 'Springfield's work is responsible for many of the current social problems.' (to blame)

2. Leah: 'Sue is very careless about her research methods.' (to criticise)

3. Stanley: 'That company has an excellent record for workplace safety.' (to commend)

4. Polly: 'Jeremy is not capable of careful handling of the situation.' (to censure)

5. Phil: 'Many young students have learning difficulties.' (to assess)

6. Jamie: 'In Ukraine, most teaching staff is under- or low-paid.' (to define)

7. Colin: 'Often, overweight people are undesirable, asexual and repressed.' (to define)

8. Harry: 'Nearly 10 percent of all students are gifted.' (to identify)

9. Prof. Ambridge: 'Unfortunately, the resulting diagram is not so easy as are some of the other forms of chart. (to interpret) _____

10. Andy: 'We see deficit cultures as irrational, as based on ignorance.' (to portray)

Exercise 15 Add formality to each sentence.

1. If you fail the exam, you can't enter the uni. _____

2. You can clearly see the difference between these two processes. _____

3. The subjects didn't have much difficulty with the task. _____

Exercise 16 Rewrite the sentences inserting the appropriate tense form of the verb *to be* in the correct position for each sentence.

1. The question remains whether it possible to teach people to become talented artists. _____

2. Current studies provide little information on how this policy being implemented in rural areas.

3. We need to know what students required to do when they write term papers. _____

4. There some question as to whether the acquired skill then transferred to other contexts. _____

5. It might also be of interest to investigate to extent persistence a major factor in graduate student success. _____

6. Without further research, conflicting opinions about which of the strategies the optimal one will continue. _____

Exercise 17 A. When commenting on data we usually follow the next order: location elements and/or summary statements – highlighting statements – discussions of implications, problems, exceptions, etc.

ACTIVE VOICE

LOCATION	SUMMARY
Table 5 shows	the most common models of computer infections.
Table 2 provides	the details of the methods used.
Figure 8.2 gives	the findings of the recent experiment.

PASSIVE VOICE

SUMMARY	LOCATION
The most common models of computer infections	are shown in table 5.
The details of the methods used	are provided in table 2.
The findings of the recent experiment	are given in figure 8.2.

We define two types of summaries: **indicative** and **informative**. The first one indicates what kind of research has been done, while the second one additionally gives the main result. Some verbs for making reference can be used with both types of a summary statement. For example, **to show**:

Several studies have shown the changes in behaviour as a result of playing with aggressive toys. (Indicative)

Several studies have shown that aggressive toys lead to a 30% rise in bad behaviour. (Informative)

Some verbs can be used with only one type of a summary statement. The verb **to provide**, for example, can only be used in an indicative summary.

The study provides a clear description of family life in the 1850s.

NOT

The study provides that a clear description of family life ...

B. Complete the table below. Write **Y** if the verb usage is possible and **N** if it is impossible.

	INDICATIVE	INFORMATIVE
to show	Y	Y
to provide	Y	N
to give		
to present		
to summarise		
to illustrate		
to reveal		
to display		
to demonstrate		
to indicate		
to suggest		

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Exercise 18 A. The linking as-clauses are a common structure for introducing informative statements. Study the following examples:

As shown in table 5, aggressive toys lead to a 30% rise in bad behaviour.

As can be seen in figure 8, infant mortality is still high in urban areas.

As revealed by the graph, the defect rate has declined.

These linking clauses have subject in the Passive and differ from those with subjects. Compare the pair of sentences below:

As it has been proved, the theory has practical importance. (It states that the theory has been proved.)

As has been proved, the theory may have practical importance. (It serves to announce or confirm.)

B. Read and compare the pairs of sentences below. Explain the differences between them.

1. As it was demonstrated, survival rates for the most common type of cancer are improving. – As been demonstrated, survival rates for the most common type of cancer may be improving.

2. As it has been revealed, India and China together consume more than half the world's tea production. – As has been revealed, India and China together may consume more than half the world's tea production.

Exercise 19 A. Study the use of prepositions with the type of linking statement mentioned in the previous exercises.

in As shown in table 1, ...

from As can be seen from the data in table 5, ...

by As shown by the data in table 3, ...

on As described on page 34, ...

B. Complete the sentences using an appropriate preposition. Translate into Ukrainian.

1. As can be seen _____ figure 4, earnings have decreased. _____

2. As revealed _____ figure 2, the significant tea consumers are Turkey and Britain. _____

3. As described _____ the previous page, there are two common types of abstracts. _____

4. As stated _____ Appendix B, *per* in percent or kilometres per hour is a Latin preposition that originally meant through or by. _____

5. As described _____ the previous unit, passives are common in process description. _____

6. As can be seen _____ a comparison of the two tables, household income is a more reliable predictor than levels of education. _____

7. As has been demonstrated _____ many similar experiments, these technologies have many advantages. _____

Exercise 20 A. Hyphens (-) are used with compound nouns, adjectives and certain structures.

a) Study the examples below and explain the difference in the following words and structures.

His daughter is three years old. – *His daughter is a three-year-old girl.*

Their apartment is off campus. – They have chosen an off-campus apartment.

His works are well known all over the world.–He is a well-known artist.

You can admit their figures are up to date.–You can admit it is an up-to-date account.

b) We hyphenate all spelled-out fractions. But do not hyphenate fractions introduced with **a** or **an**.

For example, More than one-third of the population still live in the countryside. –

More than a third of the population still live in the countryside.

c) When writing out numbers with fractions, hyphenate only fractions unless the construction is a compound adjective.

For example, They suddenly saw a five-and-one-half-foot-long sign. –

The sign is five and one-half feet long.

d) Hyphenate prefixes when they come before proper nouns or proper adjectives: **Trans**-American, **mid**-July;

Hyphenate prefixes ending in a vowel when the root word begins with the same letter: **semi**-invalid, **re**-elect, **ultra**-ambitious;

Hyphenate all words beginning with the prefixes **self**-, **ex**-(as former), and **all**-: self-assessment, all-round, ex-minister, all-knowing;

e) Hyphenate the following suffixes: **-style**, **-elect**, **-free**, **-based**: Modernist-style paintings, sugar-free soda, oil-based paint.

B. Read the sentences. Insert hyphens when it is suitable. Translate into Ukrainian.

1. It was a low down, dirty trick. _____

2. Here, we can observe very low safety standards. _____

3. As you can notice, the present day youth would rather prefer smoke-free restaurants. _____

4. All the postgraduate students will be offered free accommodation. _____

5. But all in all, it was a surprisingly effective day in the lab. _____

6. What would a high born lady be doing in the wilds of Oxfordshire? _____

7. Contrary to what she says about anti diet, she mainly promotes a low fat diet. _____

8. They have received an official invitation to a new all day seminar. _____

9. Some other water loving species complemented the garden's perennial forget me nots. _____

10. He seems to forgive and forget me. _____

11. The researchers have been studying the issue for a year. _____

12. They are said not to find a solution for this year long study of the problem. _____

13. We stayed in the Hotel du Bourg, which offers two star accommodation on a bed and breakfast basis. _____

14. I do believe you are either having a nervous break down or you are going through a mid life crisis. _____

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15. Computers are used to create three dimensional models helping scientists understand the structural transformations. _____

16. Students taking part will be asked to work in threes. _____

17. The article is about two and a quarter pages long. _____

18. Less than two quarters of these jobs are held by women. _____

Content Module 3.2

ORAL PRESENTATION

Exercise 1 Match the less formal phrases in the brackets with the more formal ones in the first column of the table.

(I know you are very busy... Hi, everyone. OK, shall we get started?
 Today, I'm going to talk about... What I want to do today is... As you know, I'm...
 In my talk/speech I'll tell you about... It's good to see you all here.)

More formal

Less formal

- | | |
|--|----|
| 1. Good afternoon, ladies and gentlemen. | a) |
| 2. Today I would like to ... | b) |
| 3. Let me just start by introducing myself. My name is ... | c) |
| 4. It's a pleasure to welcome you today. | d) |
| 5. In my presentation, I would like to report on... | e) |
| 6. The topic of today's presentation is ... | f) |
| 7. I suggest that we begin now. | g) |
| 8. I'm aware that all you have very tight schedules... | h) |

Exercise 2 Put the stage names of the opening of a presentation according to the logical consequence. What word will you get from the first letters? Write it down.

1. **S**ay what the topic is.
2. **I**ntroduce yourself.
3. **E**xplain why the audience will be interested.
4. **W**elcome audience.

Exercise 3 Complete the sentences with the proper prepositions.

about at for into of on to with

1. Thank you _____ coming all this way.
2. I've divided my presentation _____ three parts.
3. First of all, I'll give an overview _____ the obtained data.
4. First, we'll be looking _____ the detailed analysis.
5. In the first part of my presentation, I'll focus _____ the current research status.
6. Point one deals _____ the results of the recent survey.
7. Secondly, I'll talk _____ our methods and techniques.
8. After that, I'll move on _____ the next point.

Exercise 4 Match the two parts to make typical sentences for the introduction. What kind of speech is this: formal or less formal?

- | | |
|--|---|
| 1. For those of you who don't know me, | a) to take notes. Everything is on the handout. |
| 2. Feel free to | b) about 10 minutes. |
| 3. This won't take more | c) I'm Sam Smith. |
| 4. I'll be passing out | d) ask questions at any time. |
| 5. This part of the presentation will take | e) for questions after my talk. |
| 6. I'll start off by giving you | f) an overview of our experimental design. |
| 7. There's no need | g) handouts in a few minutes. |
| 8. There will be time | h) than 20 minutes of your time. |

Exercise 5 Put the words in the correct order to make sentences.

Exercise 8 Write the sentences using expressions with *as* from the box. Add missing words where necessary.

As you all know, ... As I've already explained, ... As you can see, ...
As I mentioned before/ earlier, ... As I pointed out in the first section, ...

1. we / ethical issues / in our research (I mentioned this before)
As I mentioned before, we have to consider ethical issues in our research.
2. Wernicke's aphasia / with damage / dominant temporal lobe (You all know)
3. certain signs / sexism / our everyday language (You can see)
4. type A personalities / ambitious / impatient / aggressive / people (I have already explained)
5. pseudo dementia / by memory loss / difficulty / concentrating (I pointed out in the first section)

Exercise 9 Choose and highlight the correct verb to fit the sentence.

1. How are you going to *solve/ deal/ tackle* with ethical issues?
2. I don't think we can *cope/ tackle/ take care* with fewer people.
3. We think it's important to *identify/ deal/ cope* the problems now.
4. Who will *take care/ deal/ tackle* of our clients?
5. We have been trying to *cope/ solve/ take care* the encountered problems.
6. Before we go on, let's *identify/ clarify/ solve* this question.

Exercise 10 Complete the sentences with the words in brackets.

(according to apart from concerns moreover regarding with regard)

1. I'll give you an overview of some figures _____ to our research findings.
2. _____, I'd like to tell you something about the new approach.
3. Let's now turn to the next question which _____ client-oriented therapy.
4. _____ a few spelling mistakes, the new brochure is very good.
5. Let me give you some details _____ our sample methods.
6. _____ the handbook, the scanner is user-friendly.

Exercise 11 Put the words in the correct order to make sentences.

1. move now to point next let's on the
2. all disorders topic as today is you know our somatoform
3. inform is to aim about my latest you to developments
4. be additionally figures discussing most will we the important
5. said brief give I earlier a I'll as overview

Exercise 12 Match the names of the tools and media used in presentations with the pictures.

microphone marker whiteboard flip chart data projector screen
overhead projector (OHP) transparency film pointer pin board



Now, match the Ukrainian words to their English equivalents.

- | | |
|------------------------------------|-----------------------------|
| 1. маркер | a) flip chart |
| 2. указівка | b) overhead projector (OHP) |
| 3. дошка для об'яв | c) transparency film |
| 4. екран | d) data projector |
| 5. мікрофон | e) whiteboard |
| 6. лекційний, перекидний планшет | f) pointer |
| 7. інформаційний проектор | g) microphone |
| 8. діапроектор, проекційний апарат | h) marker |
| 9. віртуальна аудиторна дошка | i) screen |
| 10. діапозитивна плівка | j) pin board |

Exercise 13 Guess the meaning of the next media and tools without dictionaries.

Projectors: slide projector, overhead projector, video projector, data projector;

Transparency: colour-film (colour) transparency, dense transparency, multicolour-layered transparency, transparency recorder, negative transparency

Exercise 14 Match the two parts to make the sentences to refer to presentation media and tools.

- | | |
|------------------------------|--|
| 1. On the next page, | a) from this picture, the structure is absolutely new. |
| 2. My next slide shows | b) participants have been chosen for our study. |
| 3. As you can see | c) how much the findings differ from those expected. |
| 4. Let me just show you some | d) I'll show you the latest poster. |
| 5. To illustrate this | e) at the figures on the next page. |

- | | |
|---------------------------------|--|
| 6. Let's now have a closer look | f) which shows the results of the recent survey. |
| 7. Here we can see how many | g) interesting details. |
| 8. I have a slide | h) you will see the photo of the injured Broca's area. |

Exercise 15 Read and translate the words and expressions below. Are all of them used to make contrast or describe results? Put them into correct category.

**on the other hand thus however although consequently therefore while
whereas as a result despite nevertheless**

Making contrasts	Describing results

Now, choose and highlight the correct word to fit the sentences.

1. Psychologists strive to help the public in judgements concerning human behaviour, *consequently / however / despite*, they should perform many roles, such as researcher, educator, diagnostician, therapist, consultant, administrator, and expert witness.
2. *Despite / Moreover / Whereas*, being honest and accurate in advertising their professional services, psychologists must avoid encouraging unrealistic expectations, or otherwise misleading the public.
3. A psychologist must take into account that the interests of different clients may conflict. *However / While / As a result*, it may lead to therapy failure.
4. Some researches may involve unethical behaviour, lack of information, poor planning or carelessness, *whereas / on the other hand / although*, reflective practice, peer support and transparency of professional activity will prevent problems.
5. As you all know, research issues include falsifying data and plagiarism. *However / Despite / Although*, the areas of concern are much wider.
6. Psychologists strive to benefit people with whom they work. *While / Nevertheless / Thus* they attempt to resolve the conflicts responsibly avoiding or minimising harm.
7. *Although / On the other hand / Despite*, psychologists seek to safeguard the welfare and rights of their clients, their actions and judgements may affect the lives of people significantly.

Exercise 16 Put the words into the correct order to make sentences.

1. at closer table let's look this a have

2. graph of you next see rising can cases on sleep the disturbance the

3. attention draw to your facts like I'd to the following

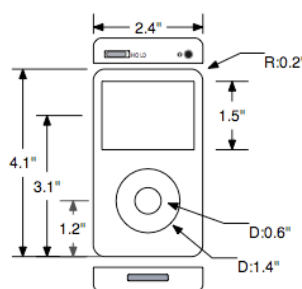
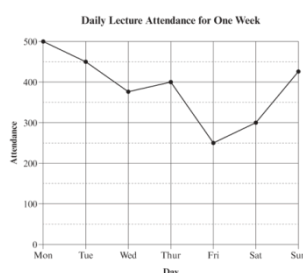
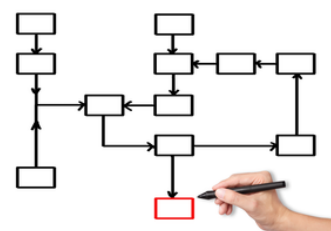
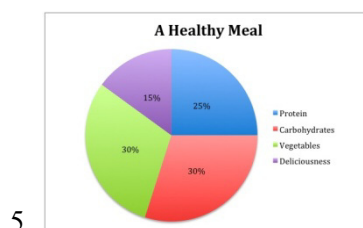
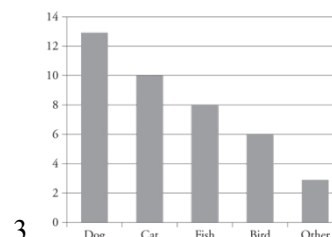
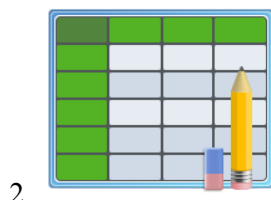
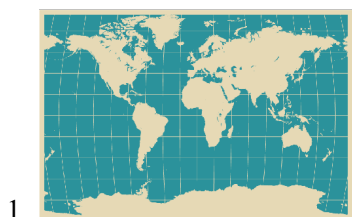
4. surprisingly able we good despite were achieve to ethical results problems

5. stress change is important I'd how to like this

Exercise 17 Match the numbers of the illustrations to the words denoting the visuals.

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pie chart	<input type="checkbox"/>	technical drawing	<input type="checkbox"/>	map	<input type="checkbox"/>
bar chart	<input type="checkbox"/>	table	<input type="checkbox"/>	organigram / organisational chart	<input type="checkbox"/>
flow chart	<input type="checkbox"/>	(line) graph	<input type="checkbox"/>		



Exercise 18 Match Ukrainian words to their English equivalents.

- | | |
|---|----------------------|
| 1. технологічна схема (графік послідовності) | a) table |
| 2. лінійний графік | b) pie chart |
| 3. технічне креслення | c) map |
| 4. кругова діаграма | d) organigram |
| 5. стовпчикова діаграма | e) (line) graph |
| 6. блок-схема організації / структури / системи (органіграма) | f) flow chart |
| 7. таблиця | g) technical drawing |
| 8. карта | h) bar chart |

Exercise 19 Match the two parts to make sentences.

- | | |
|---|---|
| 1. Let's now have a look | a) shows our progress since last year. |
| 2. The black lines give us | b) the next pie chart. |
| 3. Each line on the graph indicates | c) at how the new division will be structured. |
| 4. In the upper right-hand corner | d) attention to the figures in the left-hand column. |
| 5. The graph on the following slide | e) you can see the detailed description of the model. |
| 6. Now I'd like to take | f) the anxiety levels of participants in the control group. |
| 7. The methods used are listed | g) table on the right. |
| 8. You can see the test results in the | h) a look at the next slide. |
| 9. This aspect of the problem is illustrated in | i) the connection between cognitive and social |

10. I'd like to draw _____ impairments in autistic individuals.
 j) across the top.

Exercise 20 The following verbs are used to describe movement or trends. Put them in the correct category: upward, downward or other form of movement.

**climb decline decrease double drop expand fall fluctuate go down go up
 grow hit a low increase pick up plunge reach a high recover remain stable
 rise stabilise stay the same**

Upward ↗	Downward ↘	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Exercise 21 Read and translate the phrases and sentences, and then put them in the correct category in the table.

1. I'll just run through the three different stages... _____
2. We'd suggest... _____
3. Now I'll be happy to answer any questions you may have. _____
4. We'd therefore recommend that we... _____
5. Before I stop, let me go through my main points again. _____
6. Well, this brings me to the end of my presentation. _____
7. Thank you all for listening. _____
8. In my opinion, we should... _____
9. We just have time for a few questions. _____
10. To sum up then, we... _____
11. OK, I think that's everything I wanted to say... _____
12. Are there any questions? _____
13. As a final point, I'd like to... _____
14. Just to summarise the main points of my talk... _____
15. What I'd like to suggest is... _____
16. Now I'm nearing the end of my talk... _____
17. I'd like to run through my main points again... _____

CONCLUSION OF A PRESENTATION

Signalling the end of the presentation _____ _____ _____

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Summarising the main points

Recommending or suggesting something

Inviting questions

Exercise 22 Unscramble the following sentences to make typical sentences from a conclusion.

1. Well, / the end of / today / brings me / to / my talk / that

2. Before I / key issues / go over / the / stop, / let me / again

3. As a / means / let me say / for us / what this / final point,

4. Finally, / like to / issue / highlight / I'd / one / key

5. To sum / look at / the list of materials / up then, / first / we'll

Exercise 23 Complete the sentences with words in brackets.

(get back figures we have final point briefly summarise my opinion
now approaching suggest that to highlight)

1. If I may _____ the pros and cons.

2. Based on the _____, it is clear that we must act quickly.

3. Well, I'm _____ the end of my talk.

4. OK, I'd now like _____ the key figures.

5. Let me make one _____.

6. In _____, we need a new research strategy.

7. Let me _____ to the key issue.

8. I _____ we work together with our partner group.

Exercise 24 Complete the sentences with the correct prepositions.

about by for in on out through to

1. Based _____ what we know, we can optimise our procedures.

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2. To _____ what we were discussing, let me _____ the following points.
3. Sorry, but I'd rather not _____ with this question now as we'll be looking at that in detail later on this morning.
4. Let me just _____ back to what we were discussing earlier.
5. I'll _____ this question in the course of my presentation.
6. Before we _____ on, let me briefly _____ the main points we have been talking about.
7. I'm sorry, but would you _____ waiting until the question period?

Exercise 28 Put the words in the correct order to make sentences.

1. point back perhaps get we later can to that

2. answer question can't afraid I that I'm

3. correctly I've you'd system if understood works know like how the you to

4. deadline interested meet I'd to know the can if be we

5. those arrived you how may figures at I ask?

6. Martin to department speak suggest you I from our

Exercise 29 Use the Oral Presentation Trainer (**Appendix C**) to prepare your own 5-minute long presentation.

MODULE 4

WRITING FOR ACADEMIC PURPOSES

Content Module 4.1

PRINCIPLES OF ACADEMIC WRITING

Grammar: The Definite article
Hedging

Exercise 1. A. Revise the following recommendations for maintaining a formal academic writing style.

- Avoid contractions: won't → will not, don't → do not, can't → cannot and others.
- Use the more appropriate formal negative forms: not ... any → no; not ... much → little; not ... many → few;
- Limit the use of "run on" expressions, such as "and so forth" and "etc".
- Avoid addressing the reader as *you* in your work:
The results can be seen in table 1.

instead of

You can see the results in table 1.

- Limit the use of direct questions:
We now need to consider how costs may be lowered.

instead of

What can be done to lower costs?

- Place adverbs within the verb:
The solution can then be discarded.

instead of

Then the solution can be discarded.

B. Rewrite the sentences reducing the informality of each one.

1. It's important to do homework. _____
2. It was cool going to an amusement park. _____
3. It doesn't take a genius to get this. _____
4. I think you should not judge a book by its cover. _____

5. When you're reading a scientific journal article, skim through the content first. _____

6. The research assistant checked out the incident and got back to him the next day. _____

7. We used two different methods of research. _____

8. I think this is an effective plan. _____

Exercise 2.A. Study the use of the definite article in phrases containing proper names.

- **The** is used with names of theories, effects, devices, scales modified by a proper name used as an adjective: *the Doppler Effect, the Hubble telescope, the Kelvin scale* and others.
- However, when a proper name is used in possessive form, no article is used: *Einstein's theory of relativity, Broca's area, Wegener's hypothesis* and others.

B. Fill in the definite article where necessary. Translate into Ukrainian.

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1. Mr. Simkin claims on false evidence that Jacobson suffered from _____ Tourette's syndrome, a tic disorder. _____
2. A further patient was found to have _____ Zollinger-Ellison syndrome. _____
3. The students were told to write an overview on a new book about _____ Darwin's Theory of Evolution. _____
4. The recent severe earthquake measured 7.4 on _____ Richter scale. _____
5. Neurasthenia, chronic fatigue syndrome, names in fact the same condition, which is known as _____ Beards' disease. _____
6. The most important form of learning besides classical conditioning was _____ Skinner's theory on operant conditioning. _____
7. The modern version of _____ Murphy's law states that anything that can go wrong will go wrong. _____
8. _____ Atkins diet is classified as a fad diet because of a combination of promises of quick weight loss and highly restrictive or unusual food choices. _____
9. The principle that governs how fluid moves in the subsurface is called _____ Darcy's law. _____
10. Under _____ Fulbright Programme, competitively selected students, teachers, professionals, scientists, and artists may become eligible for scholarship to conduct research or exercise their talents abroad. _____
11. In astronomy, _____ Kepler's laws of planetary motions are three scientific laws describing the motion of planets around the Sun. _____

Exercise 3 Scientific use of English is marked with accuracy, precision and objective interpretation of facts and findings. Hedge words are defined as words or phrases that make statements less forceful or assertive. In other words, hedges are used to weaken the true value of an utterance.

For example, compare the sentences: 'I don't think I am responsible.'

and

'I am not responsible.'

It is known that academic writing is factual, as it simply serves to convey facts and information. Thus, you cannot sound equivocal or unclear. Hedge words are always associated with weakening or deintensification. That is why, you need to avoid them in your academic writing in order to make your work more effective.

Study some of common hedge words:

1. **Introductory verbs:** seem, tend, look, like, appear, to be, think, believe, doubt, be sure, indicate, suggest.
2. **Certain lexical verbs:** believe, assume, suggest.
3. **Certain modal verbs:** will, must, would, may, might, could.
4. **Adverbs of frequency:** often, sometimes, usually.
5. **Modal adverbs:** certainly, definitely, clearly, probably, possibly, perhaps, conceivably.

6. **Modal adjectives:** certain, definite, clear, probable, possible.

7. **Modal nouns:** assumption, possibility, probability.

Exercise 4 Compare the following sentences. Give their Ukrainian translation.

1. It may be said that the commitment to some of the social and economic concepts was less strong than it is now. – The commitment to some of the social and economic concepts was less strong than it is now. _____

2. The lives they chose may seem overly ascetic and self-denying to most women today. – The lives they chose seem overly ascetic and self-denying to most women today. _____

3. Nowadays, those symptoms seem to be of a lesser order. – Nowadays, those symptoms are of lesser order. _____

Exercise 5 Identify and highlight the hedging expression in the following sentences.

1. There is an experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.

2. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.

3. It appears to establish three categories: the first contains wordings generally agreed to acceptable, the second wordings, which appear to have been at some time problematic but are now acceptable, and the third wordings, which remain inadmissible.

Exercise 6 Reduce the following sentences to a single hedge word apiece.

1. These observations serve to suggest the probable existence of a possible female sex pheromone.

2. It seems that it might be possibly be very wise to follow the outlined procedure.

3. A cause-and-effect relationship is not unlikely. _____

4. The results appear to indicate that the mixture may have been more or less saturated with fat. _____

Exercise 7 Read the words below. Find synonyms to each word from those in brackets. Give their Ukrainian translation.

(mistake, assignment, to specify, large quantity, proof, principle, abstract, suitable, obvious, empirical, simple, to communicate, uncomplicated, manner, precise)

To convey _____; conspicuous _____
_____; abundance _____
_____; appropriate _____; style _____
_____; error _____; convention _____
_____; accurate _____;
plain _____; straightforward _____
_____; practical _____; evidence _____

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_____ ; task _____ ;
to detail _____ ; summary _____ .

Exercise 8 Read the text below. Complete the sentences using the proper words. Write your heading to it in the space on the left.

As an aspiring scientist, you _____ expected to share _____ research work with others in various forms, including _____ oral form at scientific conferences and _____ written form in academic writing.

When _____ person writes to non-scientists about science topics, it _____ called scientific writing. If a person writes about scientific topics to specialists _____ that field of science, it is called academic writing. Scientists use specific writing styles to communicate _____ findings in a way that generalises across _____ discipline. An understanding _____ academic writing style provides a tool _____ sharpens critical thinking about ideas and evaluation of conclusions. Scientific style _____ employed in professional communication to convey certain information. Its most conspicuous feature is the abundance _____ terms denoting objects, phenomena and processes, characteristics of some particular field of science and techniques. As _____ postgraduate student, you should take time to develop and master an appropriate academic written style of communication.

Academic writing as well _____ any other formal writing requires a firm foundation _____ English sentence construction, word usage and punctuation. English is _____ international language of science and it _____ vital to improve it to progress in your scientific career. Academic writing for non-native English speakers is one of _____ biggest struggles when writing an academic paper, as they tend to make spelling and stylistic mistakes, and their sentences are _____ proper structured. Improving your written English can really influence your connections _____ colleagues _____ the world.

Academic _____ follows its own style conventions. According to _____, all ideas must _____ supported by evidence. Academic writing requires the use of formal language. Precise and clear writing is crucial, with adjectives or adverbs used only to advance correct and objective description. Regarding the stylistic features of _____ writing, you should use _____, scientifically accurate language, and avoid informal one, including phrasal _____.

Discipline-specific academic writing, as with writing in Arts, Business, Law, Natural Sciences, Psychology and other subjects, can _____ similar to other types of academic writing. It includes the following principles:

✓ Plain language: As it is formal writing, it might be plain and straightforward with no literary devices used, _____, metaphors, metonymy, alliteration and others.

✓ Conciseness and clarity of language: In your work, _____ should be able to make connections _____ empirical evidence, theories, and conclusions.

✓ Evidence-based reasoning: All arguments should be based _____ empirical evidence with no personal examples, narratives, or opinions set.

Most major writing assignments consist _____ one of the next types: experimental reports, which detail the results of experimental research projects and are most often written in lab courses; critical analysis or reviews of research often called “term paper”; articles _____ scientific journals; abstracts to a research paper and the substantiation of research.

Exercise 9 Study the following pair of formal words and their informal synonyms. Make up sentences in both formal and informal register using the current vocabulary from the text and the verbs from the list below.

Formal words

examine
increased

Informal words

look into
got bigger

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10. Ok then, who will _____ the tickets? _____

Exercise 12 A. Study the information about some special verb agreement cases.

Example 1A total of 200 writing samples was obtained last month.

The standard rule of agreement is that the verb agrees with the subject noun (in this case **total**) and not the second noun (in this case **samples**)

Example 2A majority of the students were native speakers.

In a few exceptional cases, when the first noun is *a fraction*, *a proportion*, or *a percentage*, the verb agrees with the noun closest to the verb (in this case **students**).

But: In cases with *the percentage*, *the fraction*, *the proportion* we use singular verb.

Example 3 The percentage of women students at the university has increased steadily.

B. Read the sentences. Choose the correct form of the verbs *in italic*. Translate the sentences into Ukrainian.

1. A high percentage of married women *have/has* part-time jobs. _____

2. In Ukraine, the majority of citizens *find/finds* it quite hard to live on the amount of money they earn. _____

3. Only a small percentage of people *are/is* interested in politics. _____

4. A high proportion of women with children under five *works/work* full-time. _____

5. In Ukraine, the percentage of school leavers that *go/goes* to the university *is/are* about 65 per cent. _____

6. Only a minority of people *support/supports* these new laws. _____

7. A mere fraction of the population *share/shares* in the cultural revolution. _____

8. The latest study shows that the proportion of women graduates *have/has* increased in recent years. _____

9. An overwhelming majority of the members *were/was* against the idea. _____

10. A high proportion of the products tested *was/were* found to contain harmful chemicals. _____

11. A total of twelve meetings *were/was* held to discuss the current issue. _____

12. A significant proportion of the elderly *is/are* dependent on the basic state pension. _____

13. What *is/are* the proportion of men to women in your group? _____

Exercise 13 Fill in the blank with either **was** or **were**. Translate into Ukrainian.

1. The average score of all the results _____ 67.8 per cent. _____

2. Half of the students _____ asked to answer an experimental question. _____

3. Nearly 19 per cent of the candidates _____ unable to complete the test within the time limit. _____

4. A total of 700 students _____ required to take the test. _____

5. Approximately 46 per cent of the recent test population _____ from overseas. _____

6. One quarter of the students _____ required to re-sit the test. _____

Exercise 14 A. Study the rules of verb agreement below.

A number of ... (meaning *several, some*) is followed by a plural verb:

Example 1 A number of options were suggested by the research team.

The number of ... is followed by a singular verb:

Example 2 The number of police officers has increased enormously during last two years.

B. Complete the sentences using the correct of the verbs in brackets.

1. A number of suggestions _____ (to be) made immediately.

2. A small number of people _____ (to have) written about this subject.

3. There _____ (to be) a number of important announcements in the bulletin.

4. Only a small number of applicants _____ (to have) failed the test.

5. The number of people writing the test today _____ (to be) larger than yesterday.

6. Even in regular prose, a number of expressions _____ (to be) almost always abbreviated and may be used without first spelling them out.

Exercise 15 Insert a suitable preposition before or after the nouns in the sentences below. Translate the sentences into Ukrainian.

1. Evidence is presented in support _____ the value of women's work. _____

2. Some typical examples _____ Picasso's works in his Blue Period were found. _____

3. The answer _____ the problem was 0.585. _____

4. Globalisation, _____ a political sense, involves a loss of national authority. _____

5. The second point is their impact _____ developing countries. _____

Exercise 16 Complete the phrases with the correct prepositions. Consult the dictionaries if necessary. Give their Ukrainian translation.

_____ the whole - _____; point _____ view - _____;
 in respect _____ - _____; _____ spite of - _____;
 in support _____ - _____; _____ the other hand - _____;
 _____ order to - _____; standard _____ living - _____;
 _____ regards _____ - _____; in favour _____ - _____;
 _____ a result of - _____; owing _____ - _____;
 because _____ - _____; due _____ - _____; _____ other
 words - _____; _____ means of - _____;
 _____ all times - _____; _____ the purpose of - _____; _____ the
 reason of - _____; _____ the occasion of - _____; in addition
 _____ - _____; except _____ - _____; along
 _____ - _____; according _____ - _____; _____ case of - _____

Exercise 19 A. Precision is a necessity in scientific writing. When you refer to a person or persons, choose words that are accurate, clear, and free from bias. People are not always male. Using *man* to refer to all human beings carries the same implication, and is simply less accurate than the phrase *men and women*. In scientific writing, participants in a study frequently seem to lose their individuality. They are either categorised as objects (the elderly) or equated with their conditions (the demented). It is permissible to use the word “subject” or the word “participants” to describe individuals who participate in research.

B. Read the sentences below. Highlight those, which are biased. Translate them into Ukrainian.

1. A man’s home should be a place of comfort and security.
2. Students should hand in their term papers by the end of the week.
3. She is a good basketball player. She shoots like a man.
4. The sweet little old lady beamed as she entered the room.
5. Do not forget, we are meeting with the chairman tomorrow.
6. There are so many Negro students in the campus.
7. The meeting aims to discuss the issues mankind faces nowadays.

Exercise 20 A. Study the table below. It covers certain choice of words to help you improve your unbiased language skills.

Problematic	Preferred	Note
* wife / husband * mankind * housewife	* spouse * humankind / people * homemaker	Use gender-neutral language when possible
homosexuals	* gay males * lesbian females	Use this form when referring to sexual orientation
Oriental	Asian	Use specific race and ethnicity
Native American	Hopi , Seminole	Use nation name when possible
* a disabled person * the mentally ill * the depressives	* a person with disability * persons/ people with mental illness * people who are depressed	In constructions with “disability” – put the person before the disability

B. Consider the examples, point out biased language elements and correct them.

1. Although she was blonde, Sue was still smart. _____
2. Danny Whittaker, a strong athlete, and Suzy Brown, an attractive young runner, are fantastic representatives of our university team. _____

3. When welcoming a new teaching assistant, ask him to provide a permanent address. _____

4. When Kim met her, Hanna was a middle-aged housewife with three children. _____

5. Valerie lived with her husband and children in small town. _____

6. Mike was served by a silent skinny Oriental. _____

Exercise 21 Re-write the sentences below making them less biased.

1. There are many elderly people in the town. _____

2. He has had the physical handicap since he was five. _____

3. Our neighbour drives like a farmer. _____
4. Please, remind everyone to bring his notepad and a pen or laptop to the meeting. _____

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5. The fireman arrived on the scene shortly after the blaze started. _____

6. The teacher should use technology when she is teaching her class. _____

7. We survey older adults while collecting data. _____

8. Do you know if the postman has come yet? _____

Content Module 4.2

THE STRUCTURE OF A SCIENTIFIC JOURNAL ARTICLE

Grammar: Passive Form (Revision)
Unbiased language
Reference and Quotation Styles

Exercise 1 Match the words with the similar reading pattern.

- | | |
|------------|-------------|
| structure | allusion |
| sufficient | tunnel |
| reliable | unique |
| limitation | juncture |
| funnel | deficient |
| technique | threw |
| conclusion | explanation |
| through | deniable |

Exercise 2 Re-write the sentences into the passive. Insert a suitable adverb from those in brackets. Translate the sentences into English.

(**optimistically, helpfully, punctually, accurately, eventually, carefully, profitably, commonly, noticeably, completely**)

Example: We call this process "networking". –

This process is commonly called "networking".

1. The effort of establishing his new business has worn him out. _____
2. Dr. Drake has predicted the absence of prisons in the future. _____
3. They provided pencils for all students in the exam. _____
4. The researchers calculated the percentages to three decimal places. _____
5. The students handed in the essays on Wednesday morning. _____
6. He studied the life cycle of over 10 types of mice. _____
7. The absence of selling pressure may stabilise land prices. _____
8. We expect these companies to become a real business. _____
9. Their divorce has affected the children. _____

Exercise 3 Complete the sentences using suitable comparison structures and adverbs such as **slightly, considerably, significantly, and substantially**.

Example: The students were significantly happier after the exam.

1. Cherkasy is _____ (small) than Kyiv.
2. Germany seems to be _____ (large) than Ukraine.
3. Summers in Iceland are known to be _____ (cold) than in Portugal.

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4. Winters in Australia are surely _____ (warm) than in Norway.

Exercise 4 Complete the sentences below using **as ... as** or **the same as** to show similarity.

1. The population of France is approximately _____ the population of Britain.
2. Summers in the Philippines are _____ (wet) _____ in Malaysia.
3. The number of participants in the experiment group is _____ in the control group.
4. The results obtained by Team 1 were _____ (good) _____ those gained by Team 2.

Exercise 5 Complete the sentences using the following structures: **twice much as**, **five times as fast as**, **twice as much as**, **half as large as**.

1. Property in Paris is _____ property in Tokyo.
2. Britain is _____ France.
3. Jamie's income is almost _____ Peter's one.
4. Their lab team has obtained the research results _____ as our team has.

Exercise 6 Read and translate the sentences below. What kind of biased language is used there? Rewrite the sentences to make them less biased.

1. We are happy to welcome our guest speaker, a brilliant female researcher, Dr. Julie Madison. _____

-
2. For a male, he is quite a skilled nurse. _____
-

Exercise 7 Match the terms to their definitions.

Design	is	a process of conducting someone's work, a scientific study again trying to get the same results.
Abstract		a part at the end of a book containing additional information.
Statistics		a possible future effect or result of an event, decision, experiment or research.
Implication		a set of numbers, which represent facts or measurements.
Replication		a way that something has been planned and made.
Appendix		a short written statement containing only the most important ideas in a speech, article or report.

Exercise 8 Read and translate the text below. Change the partially informal words ***in bold italic*** into more formal using their synonyms.

GENERAL POINTS OF A SCIENTIFIC ARTICLE STRUCTURE

has the following ***make-up***:

TITLE

CONTENTS

ABSTRACT / SUMMARY

INTRODUCTION: Background research / Aims / ***Suggestions***

The main purposes of publishing a practical report, or a research/ scientific article, are to make other interested parties aware of the methods and findings and ***to give*** crucially sufficient details to allow for replication. It is ***important*** that others can check the reliability and validity of the methods and results. Typically, a published article

- METHODS:** Design
Participants
Procedure
Control
- RESULTS:** Summary-and-Descriptive Statistics
Inferential Statistics
- DISCUSSION:** Explanation of Findings
Relationship to background Research
Limitations and Modifications
Implications and Further Research
- CONCLUSION**
- REFERENCES / WORKS CITED**
- APPENDICES**

This common organisational structure helps readers move quickly through the text.

The **Title** is informative and specific, *short* and understandable. All nouns are capitalised in the title. It is centred on the page, and the names and date appear below the title.

A **Keyword list** provides the *chance* to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can *find* your article.

An **Abstract** is a one-paragraph summary of the report, including the question investigated, the methods used, the principle results and conclusions. The language should be concise and easy-to-read.

An **Introduction** is a brief section, no more than one page, usually designed to inform the reader of the relevance of your research and includes a short history or relevant background that leads to a statement of the problem that is being addressed. The Introduction should begin by introducing the reader to the *related* literature. An important function of the introduction is established the significance of the current work: “Why was there a need to conduct the study?” After that, you should clearly state the scope and objectives. Introductions usually follow a funnel style, starting broadly and then narrowing. They funnel from something known to something unknown, to the questions the paper asking. Introduction defines the terms, which your readers may not know and abbreviations that will be used in the report or the article. The introduction can be finished with the statement of *goals* or with a brief statement of the principal findings.

The **Methods or Materials and Methods section** chronologically describes the process you undertook to complete the research. It is written as a process description, not as a lab manual *process*. It details experimental procedures, describes techniques for tracking functional variables and rational variables and explains analytical techniques used. It includes the reasons why the team took certain equations. You need to be precise in describing measurements and include *mistakes* of measurement. Ordinary statistical methods should be used without comment; advanced or unusual methods may require a literature citation. Keep in mind that you must provide a basis for repetition of the study by others, as the scientific method **needs** that your results be re-productive.

The **Results section** describes, but does not interpret the major findings of your experiment. Present the data using graphs and tables to reveal any trends that you found. Negative results are results and worth including in your report. Because the results *contain* the new knowledge that you are contributing to the world, it is important that your findings be clearly and simply stated.

The **Discussion section** is your interpretations and conclusions about your findings. This is your chance to *show* the ability to synthesise, analyse, evaluate, interpret, and reason effectively. It explains the significance and implications of your work, generalisation that you can draw from the results, principles that you support or disprove, conclusions about theoretical or/and practical implications. It discusses agreement or contrast with previously published works; explains the significance of the

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corroboration or disjunction. You are to offer possible alternative hypotheses and recommend areas for future study and explain your choices. End the discussion section with a short summary or conclusion regarding the significance of your work.

The **Reference or Works Cited** section is expected to be structured using one of the following systems:

APA (American Psychological Association) style;

CSE (Council of Science Editor) style;

the **Harvard system**.

A list of references ordered alphabetically on author's name, must be provided at the end of the paper. The reference list should contain all the references cited in the text but no more. It should include details of the author, the year of publication, titles of articles, name of journal or book, volume and page numbers. Be consistent in the use of journal abbreviations.

Appendices encompass information in detail that can be presented in the main body of the paper, but which may be of interest to a few people working specifically in your field. They may contain the original data taken during the laboratory session. Only Appendices referred to in the text should be included. Appendices should be numbered A, B, C etc.

Exercise 9 Proofreading is considered important when writing any academic paper. It can help avoid mistakes and misprints. Read and check the sentences below. Re-write them correctly.

1. It esential thet other reserchers can check the valdity of the methods and risults. _____

2. The intraduction canfinishedwith the statment of purposes or with a breekf statement of the principle findings. _____

3. This comon oganisatinal stracture helps readers moove quikly throu the text. _____

4. The sektion details experemental procedures, describe technics for tracking fanchional variables and rational variables and explains analitical technics used. _____

5. The referense list shoud contain all the works cited in text. _____

6. The mane purpose of publishing report are to make uther interested parties aware of the methods and findings. _____

Exercise 10 In academic discourse, we should find alternatives to sexist language. Though it may be unconscious and unintentional, sexism is common in scientific writing. Consider the example below:

The client's behaviour was typically male.

Avoiding sexist language is not always easy, because the English language lacks a gender-neutral singular pronoun. However, there are some useful options listed below:

- 1) Use gender-neutral term when speaking generally of your fellow creatures.

Instead of: man, mankind, manpower, man on the street

Use: a person, an individual; the human race, humankind, people; work force, personnel; an average person.

- 2) Be sensitive to alternatives in titles and salutations. When a good gender-neutral term is available, use it in place of a clearly gender-oriented title.

Instead of: spokesman, policeman, stewardess

Use: spokesperson, representative; police officer; flight attendant.

- 3) Use plural constructions when you can. Often it is possible to recast a statement in the plural, thus circumventing the need to use the third person singular pronoun. Avoid breaking the rules of the English language grammar, however.

Sexist: A doctor should advise his patients.

Better: Doctors should advise their patients.

- 4) Replace the third person singular possessive pronouns with articles. Avoid she/he, he/she, and his/her. These constructions look awkward and interfere with reading. Try to use the slightly less awkward forms “he or she” and “his or hers”.

Instead of: Has the scientist send his manuscript to Dr. Blow?

Better use: Has the scientist send the manuscript to Dr. Blow?

Instead of: Each researcher must be sure that he/she signs his/ hers time card.

Better but awkward: Each technician must be sure to sign his or her time card.

Better yet: Each technician must be sure to sign a time card.

- 5) Address readers directly. If you can do so appropriately, substitute with “you” the third person singular pronoun. A direct instruction or command also works in many other cases.

Instead of: If the veterinary researcher cannot mail in his samples, he should ask his assistant if she could do it.

Better use: If you cannot mail in your samples, ask your assistant to do it.

Instead of: A nurse must be sure that she uses disposable syringes.

Better use: Nurses must use disposable syringes.

- 6) Possibly use the passive voice.

Instead of: Each conference participant should have received his schedule.

Better (but only marginally): Schedules should have been received by conference participants.

Better (yet grammatically): Conference participants should receive (their) schedules.

Exercise 11 Re-write the sentences using less sexist language.

1. Every student should complete his course paper by the end of this month. _____

2. I am sorry; I must have been having a blond moment. _____

3. She is an excellent manager, for a woman. _____

4. Up until 1966, stewardesses faced mandatory retirement at age thirty-two or upon marriage – whichever came first. _____

5. In the interests of mankind we must stop destroying our planet. _____

6. Curt was sentenced to life in prison for killing a policeman. _____

7. The problem for a portrait painter is the he needs to look deeply into his subject. _____

8. All men are equal in the eyes of the law. _____

Exercise 12 Here is an abridged version of the Academic Integrity Survey by Don McCabe. Mark what behaviour is supposed to be plagiarism.

1. Coping from another student during a test or exam

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2. Getting questions or answers from someone who has already taken a test
3. Helping someone else cheat on a test
4. Turning in work you copied from another student
5. Turning in an assignment on which your parents did most of the work
6. Copying a few sentences from a book, magazine or other sources without citing them
7. Copying a few sentences from a site on the internet without citing
8. Letting another student copy homework
9. Selling, purchasing, or distributing in some other way, test or exam copies, questions, essays, or class notes

Exercise 13 Plagiarism is generally presenting the work as one's own original work without acknowledgement of the author or the source. If plagiarism is related to behaviour, we can say that it is a kind of misconduct. In order to improve it we need to make certain steps. Write your suggestions below. Follow the example:

1. Always, make sure all kind of papers are your own work.
2. Never _____
3. Always, _____
4. Never _____
5. _____
6. _____
7. _____
8. _____

Exercise 14 A. You can avoid plagiarism by acknowledging the sources used in your work. There are two ways to do this correctly:

Summary and citation

Mills (2008) claims that the stereotype is not a fixed set of behaviours which exist somewhere, but the hypothesised version of the stereotype of something which is played with by those arenas where our 'common' experience is mediated, for example on television, in advertising, newspapers, and magazine.

Quotation and citation

According to Mills (2008), 'the stereotype is not a fixed set of behaviours which exist somewhere, but the hypothesised version of the stereotype of something which is played with by those arenas where our 'common' experience is mediated, for example on television, in advertising, newspapers, and magazine.' (Mills, 2008:127)

All in-text citations are obligatory linked to a list of references at the end of the main text.

B. State if you need to give a reference in the cases listed below:

You use data found in your primary work. _____

You use a quotation from a book. _____

You use a theory from a journal article. _____

You use a graph or table from an Internet article. _____

You use an item of general knowledge. _____

You use an idea of your own based on reading several sources. _____

Exercise 15 A. Verbs of reference are used to introduce summaries and quotations in the text. These verbs can be either in the present or in the past tense. Usually, the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older may be out of date. Still, these statements should not be perceived as the dogma. Consider the examples below.

Example 1: Mary Daly (1981) assumed that a strategy which could help subvert some of the negative words which have been used about women.

Example 2: Mills (2008) concludes that the term sexism is, however, also used to categorise a set of stereotypical beliefs about women which cannot be directly related to a certain set of linguistic usages or features.

B. Arrange the referring verbs below into three groups. Translate them into Ukrainian.

assume, argue, admit, discover, explain, claim, accept, consider, conclude, indicate, think, doubt, state, maintain, hypothesise, imply, reveal, deny, show, suggest, believe, indicate, agree with

Verbs for presenting a case	Verbs for describing a reaction to a previously stated position	Others

Exercise 16 Write sentences referring to what the following people said. Use the past tense.

Example: Cameron: ‘This multifaceted nature of sexism makes it difficult for analysing.’

Cameron suggested that the multifaceted nature of sexism made it difficult for analysing.

1. Julian: ‘How can feminist linguist deal with lower-status terms to refer to women and low-status men?’ _____

2. Harry: ‘Factually, the Internet was mainly used for academic purposes.’ _____

3. Dr. Myers: ‘Sexist statements categorise you as belonging to a group which you do not associate yourself with.’ _____

4. Prof. Eckerly: ‘Feminist neologisms have been very useful for women to recognise that certain experiences are general rather than specific to themselves.’ _____

Exercise 17 Use your resources: books, journal articles to write sentences referring to the certain statements within your study area.

Exercise 18 A. There are several systems of referencing in the world of academic communication.

The Harvard system is used for the social sciences and business:

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a citation: Crawford (1995) has reported on research, which shows that often humour is used in a way to reinforce unequal power relations: for example, male doctors tend to tell jokes and female nurses tend to laugh at them.

a quotation: Crawford (1995) argues that street remarks made to women by construction site workers have the effect of reminding ‘their targets that men control public spaces and that women’s bodies are acceptable objects for public denigration’ (Crawford, 1995:146)

References

Crawford, M. (1995) *Talking Differences: On Gender and Language*, London, Sage

The Vancouver system is widely used in medicine and science. Numbers in brackets are inserted after the citation and they link to a numbered list of references:

Walsh (12) shows that prominent female politicians, when criticised, are often referred to as Mr.

References

(12) Walsh, C. *Gender and Discourse: Language and Power in Politics, the Church and Organisations*. Harlow: Longman/Pearson (2001)

The footnote/endnote system is commonly used in the humanities, in which sources are listed at the bottom of the page or at the end of the paper. The number in superscript runs consecutively throughout the paper:

It is clear that sexist language does not have the same ideological history or provenance as racism or indeed homophobia.³

3 Sara Mills, *Language and Sexism* (Cambridge: Cambridge University Press, 2008), p. 75

Exercise 19 Skim through the article (**Appendix D**) and conclude what referencing system the author uses there. Write out some examples to support your opinion.

Exercise 20 Choose any source related to your study area or topic of research and write some quotations or summaries using the systems of referencing mentioned above.

Content Module 4.3

TIPS FOR WRITING AN EFFECTIVE SCIENTIFIC PAPER

- G**rammar: The Definite Article
Proofreading
Conditionals
Correct Tense Use
Inversion
Unbiased language: avoiding racism

Exercise 1 Match words below to their synonyms. Translate the pairs of words.

conventional	core	_____
abstract	stage	_____
encompass	study	_____
audience	facts	_____
purpose	short	_____
main	include	_____
phase	accurate	_____
data	addressees	_____
research	intention	_____
precise	straight	_____
concise	summary	_____

Exercise 2 Complete the sentences. Use the definite article where it is suitable. Translate the sentences into Ukrainian.

1. _____ procrastination is a serious problem for _____ Ukrainian Parliament. _____
2. _____ tourism is _____ world's biggest industry. _____
3. _____ computer crime has grown by 200 per cent in _____ last four years. _____
4. _____ latest weather forecast predicts _____ warmer days in _____ next week. _____
5. _____ best definition is often _____ simplest. _____

Exercise 3 Proofread the sentences below. Re-write them and correct mistakes.

1. The proposals has both advantages and disadvantage. _____
2. A majority of children in Ukraine is vaccinated against measles. _____
3. There is few young people in rural area. _____
4. Most students receives scholarship. _____
5. Each companies has their own policies. _____
6. Different rates of progress has been demonstrated by the students of 3-D Design. _____
7. We were given some useful advices. _____
8. Nearly five life was lost in the car accident. _____

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Exercise 4 A. Study examples of unreal conditional statements and translate them into Ukrainian. Write down their structure.

This article would have been more convincing if the author had related her findings to the previous work on the topic. _____

It would have been better if the authors had given their main findings in the form of a table. _____

B. Complete the following hypothetical conditional statements. Translate them into Ukrainian.

1. Your test score would have been better if _____

2. My meeting with my advisor would have gone better if _____

3. Her last assignment would have been better if _____

4. His abstract would have been more correct if _____

Exercise 5 Study the inverted word order in the following example:

Particularly prominent were functional learning strategies. – It is used as a strong highlighting device for special emphasis. There are six typical expressions below. Make up sentences with the inverted word order.

Example: Particularly important + BE + Noun Phrase ...
(in a proper tense form)

Particularly important was the discovery that bees can communicate with each other.

1. Especially interesting _____

2. Much less expected _____

3. Rather more significant _____

4. Especially noteworthy _____

5. Of greater concern _____

Exercise 6 A. Study the negative openings, which are often used in academic discourse. Note the use of *little* and *few*.

Uncountable	However,	little information...
		little attention ...
		little work ...
		little research ...
		little data ...

Countable	However,	few studies...
		few investigations...
		few researchers...
		few attempts...

Note the differences in meaning in the pairs below.

Jacob has little research experience. (**negative**, that is not enough)

Jacob has a little research experience (**neutral**, that is maybe enough)

Jeremy has conducted few investigations (**negative**, that is not enough)

Jeremy has conducted a few investigations (**neutral**, that is maybe enough)

B. Complete the following sentences using *little* or *few*. Translate into Ukrainian.

1. We mentioned that _____ attention was paid to what the team leader had said.

2. To date, there are _____ studies that have been investigated the following association between headache and computer use.

3. His assistant has _____ doubt in his mind as for the cause of the problem.

4. Only _____ attempts were made to analyse the obtained data.

5. There was _____ hope of success.

6. This topic was studied by just _____ researchers.

7. So far, there has been _____ discussion about the recent findings.

8. However, far too _____ attention has been paid to existing insufficient data.

Exercise 7 Read and translate the text. Complete the gaps using the proper words or phrases. Think over the title to the text. Write it in the space on the right.

Scientific papers generally follow a conventional format that includes, as you know, a _____, an abstract, a reference or literature cited section, and components of the IMRaD _____:

Introduction answers “WHY?”

_____ section answers “WHEN, WHERE, HOW, HOW MUCH?”

Results section answers “WHAT?”

Discussion section answers “SO WHAT?”

Do not forget the Key _____ list, which follows the title.

The writing process encompasses prewriting, writing, revision, editing and _____.

While doing prewriting, you need to _____ notes, scribble ideas, start generating text, drawing figures, sketching out presentation ideas, as _____ as, to analyse audience and purpose to focus your writing.

The main thing you need to keep in _____ about the writing stage is that you must keep writing. You may start _____ whatever section is easiest to write and skip around to different sections as needed.

Revision has some consequence stages. You have to work on content first, _____ structure, then style. Keep focussed _____ your main purpose: communicating, reasoning, presenting clearly. Feel _____ to circle back to prewriting as needed.

The editing phase is vital in checking all data for accuracy, reviewing for grammatical, mechanical, and usage _____.

For proofread you will need to print _____ and read your paper again, as we do not see errors online as easily as we do on a _____ copy.

When writing up an article try to be concise and precise, but keep it simple. The purpose of your work is to describe the process of your _____.

You may write your paper from the first _____ point of view (*I* or *we*), if the sentence style aids the reader in understanding your point better. Nevertheless, remember, you are not writing an autobiography, so try to use passive voice to keep the focus on your research rather than on you. You should write it in the _____ person passive generally. In _____ words, use “*the participants were asked ...*”. Try to write as if you are describing someone else’s experiment that took place last week

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and you were not actually there. Do not use ‘*our experiment...*’, ‘*I calculated...*’ or ‘*we noted...*’, but use ‘*the experiment was...*’, ‘*it was calculated...*’, or ‘*it was noted...*’.

Words like ‘*very*’ and ‘*really*’ do not add significance. Avoid using them. Write the sentences simple, for example, “*These findings were really very significant.*” - “*The findings were significant because...*”.

You do not need to use phrases like ‘as stated above’. In written communication, readers generally do not need such pointers as they remember what they have read previously in short reports or articles. However, do reference figures and graphs: ‘*As shown in Figure 3...*’.

Include page _____ at the foot of each _____. Moreover, remember, your paper must be written in your own words.

Exercise 8 Find English equivalents in the text.

Більш того _____, традиційний формат _____,
вступ _____, редагування _____, резюме _____,
вичитка _____, аргументація _____, аналізувати
адресну аудиторію _____, читач _____, внизу сторінки
_____, вказівник _____, коротка доповідь _____.

Exercise 9 An important aspect of properly done paper is writing it in the proper tense:

✓ Use the past tense for actions performed in the past, including primary and secondary research or source material and most methodology descriptions.

A recent study verified the previous variables.

Participants were tested individually.

✓ Use the present tense for statements of fact, general truths, and conditions that are continuously true.

Narcissistic personality disorder (NPD) is marked by an excessive sense of self-importance.

✓ When writing about others’ completed research or published findings generally use the past tense; however, if the views of a current research are well known and commonly accepted as fact, the present tense may be referred.

Researchers recognise the dual task designs, which are commonly used to pinpoint specific cognitive resources needed to perform a task.

✓ Use the present perfect tense to describe action or research that occurred in the past but that is ongoing or connected to the present.

No previous study has reported the effect of high arousal levels during boredom on day dreaming.

Exercise 10 Verb tense can be tricky, so choose it with care. Keep verbs parallel. Use the present tense for generalisations and stable conditions.

For example,

• Use the present tense to describe a theory that is currently held:

"Theory of mind refers to ..."

• Use the past tense for specific citations and when referring to specific results;

"Sudley (1969) showed...", "We found..."

• Never report descriptions of behaviour in the future tense or subjunctive mood:

"The female will (would) vocalise..." becomes simply "The female vocalised..."

In general, (there are always exceptions), these are the verb tenses typically used in the following sections of a research paper:

Abstract:	Past tense
Introduction:	Present tense
Methods, Results:	Past tense
Discussion:	often alternates between Past tense (when discussing results of current study ("we found")) and Present tense ("our results are consistent with" or "the theory of natural selection predicts that").

Exercise 11 A. There are two types of opening sentences: **purposive** and **descriptive**.

In purposive opening sentences, the author or authors indicate their main purpose or purposes.

Example 1: The aim of the present paper is to give ...

In descriptive opening sentences, the author or authors describe the main feature of their research.

Example 2: This paper reports on the results obtained ...

B. Read the opening sentences below. Decide in each case whether they are purposive (**P**) or descriptive (**D**). Complete them with your own words.

___ 1. In the paper, we give preliminary results for _____

___ 2. The main purpose of the experiment reported here was to _____

___ 3. This study has been designed to evaluate _____

___ 4. The present work extends the use of the _____

___ 5. We now report the interaction between _____

___ 6. The primary focus of this paper is on _____

___ 7. The aim of the investigation was to test _____

___ 8. It is the purpose of the present paper to provide _____

Exercise 12 The secondary aims or features in the introduction are often brought in by:

In addition, ...

Additionally, ...

A secondary aim ...

A further reason for ...

Complete the openings using information from the topic of your current research.

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Exercise 13 To avoid racism in scientific writing, it is essential not to define groups by ethnicity, race, religion, sexual orientation, and some other common characteristics. It is necessary to consult the dictionary on any words that you suspect of carrying offensive denotations and connotations.

The following guidelines may be helpful:

✓ Keep your terminology consistent and parallel. If you write “**white people**”, you should use “**black people**”. If you capitalise “*White*”, there should be capitalised “*Black*”.

✓ Capitalise words that refer to or are derived from nationality.

The African-American ...

The Vietnamese...

✓ Also, capitalise words that describe a religion or a member of a religious faith.

Muslims, Christians, Jewish...

✓ Both *black* and *African-American* are generally accepted. The labels *Negro* and *coloured* are generally not acceptable.

✓ Depending to some extent on regional presence, people with roots in Latin America refer to themselves as *Hispanic*, *Latino/Latina*, or by place of origin (*Cuban American*, *Puerto Rican* etc).

✓ You should better use *Asian*, *Asian American* or *British Asian* rather than *Oriental*. Specific groups may prefer labels on country of origin as with *Japanese American*, *Korean*, and *Taiwanese* etc.

✓ *Native American* has gained favour over *Indian*. Depending on the context, you might more accurately refer to a specific tribe or tribes.

✓ In Canada, the official name for local native people is *Inuit* rather than *Eskimo*. Many *Alaskan* natives also prefer this name.

Exercise 14 Read the sentences. Point out racisms. Re-write the sentences to make them less biased.

1. Maria Durante, a Hispanic professor of Fine Arts, has been promoted recently. _____

2. If he is elected, he will be the first Negro in the White House. _____

3. He is a pretty good basketball player, as for a White. _____

4. Last week, a group of Polacks joined us in our project work. _____

5. They have hired several Japs in our department in the previous year. _____

6. Many Oriental students study in that university. _____

Exercise 15 Read the opening sentences below. Decide which section each of the openings belong to: Introduction, Methods and Procedure, Results, and Discussion. Arrange them according to the section they are used to open.

_____ Although, some research has been learned out on ..., there is still very little scientific understanding of

_____ Future studies on the current topic are therefore recommended.

_____ The table below illustrates...

_____ In recent years, there has been an increasing interest in ...

_____ The participants were divided into two groups based on ...

_____ The work has been organised in the following way...

_____ Statistical significance was analysed using ...

_____ The most obvious finding to emerge from the analysis is that ...

_____ In summary, these results show that ...

_____ The objectives of this research are to determine whether ...

_____ A number of techniques have been developed to ...

_____ These results suggest that ...

_____ Further research should be undertaken to investigate the ...

_____ The methodological approach taken in this study is a mixed methodology based on...

_____ In order to identify ..., the participants were asked to ...

_____ The last two decades have seen a growing trend towards ...

_____ These results provide further support for the hypothesis that...

_____ The pie chart above shows ...

_____ Data for this study were collected using ...

_____ Five individuals were excluded from the study on the basis of...

_____ The most important relevant finding was...

_____ There was a significant positive correlation between...

_____ The paper is composed of ... themed chapters.

_____ Criteria for selecting the subjects were as follows...

_____ Overall, these results indicate that ...

_____ The current study found that...

_____ To control the bias, measurements were carried out by another person.

_____ These results support previous research into...

_____ Up to now, far too little attention has been paid to ...

_____ These results match those observed in earlier studies.

_____ This paper attempts to show that...

_____ None of the differences were statistically significant.

_____ The pilot interviews were conducted informally by the trained interviewer...

_____ These findings may be somewhat limited by...

_____ The main aim of the study is ...

_____ Together these results provide important insight into ...

_____ In addition, no research has been found that ...

_____ The first step of the process was to ...

_____ The purpose of the paper is to review recent research into the ...

_____ These findings suggest that ...

_____ This paper report on a study, which ...

_____ The most striking result to emerge from the data is that ...

_____ Data were gathered from multiple sources at various time points during...

_____ This paper critically examines the view of ...

_____ In the follow-up phase of the study, participants were asked ...

_____ The participants on the whole demonstrated...

_____ One major theoretical issue that has dominated the field for many years concerns...

Content Module 4. 4

WORKING ON AN ABSTRACT / SUMMARY

Grammar: Proofreading
Unbiased Language

Exercise 1 A. Study the tasks you need to perform while proofreading your work.

1. Consider the overall format and style of your written work.
2. Proofread for careless grammar mistakes, such as subject – verb agreement, appropriate use of the verb tenses, correct use of the articles.
3. Check for misspelled words with special attention paid to homophones (to/too/two, peace/piece, whether/weather, and many others).

B. Proofread the sentences below. Identify some usage and spelling errors. Correct them. Punctuate the sentences where necessary.

1. Their is considerabel dout weather this solution will bee affective. _____

2. The initial reaktion too the report has not bean complementary. _____

3. In fact, maney observers beleef that collapse of the system is eminent. _____

4. She has no enough interpersonal skeels to handle diferent relationships. _____

5. A American senate once say Truth is first casualty off war. _____

6. The following tow factors need to bee considered. _____

Exercise 2 Highlight the correct alternative from the underlined ones in the sentences below. Translate them into Ukrainian.

1. Little/few news about the accident was released. _____

2. His family establishes several successful businesses/business in 2008. _____

3. Substantial experiences/experience of research report writing are/is required. _____

4. Paper was/ papers were very expensive in the twelve century. _____

5. How much advice/many advices were they given before starting their experiment? _____

6. Simon had little interest/few interests outside his work. _____

7. Irons were/iron was first powered by electricity in the XX century. _____

8. They studied the work/works of the main representative of this school of painting. _____

Exercise 3 Re-write the sentences below using less biased language

1. When a student writes his course work, he must proofread carefully. _____

-
2. Ask him to define his thesis. _____
-
3. A nurse is trained to understand her patients' emotions as well as physical symptoms. _____
-
4. The average teenage worries about his physical fitness _____
-
5. Ask a policeman for help, and he will get your kitten out of the tree. _____
-
6. The researcher should be careful not to bring his prejudices into his academic work. _____
-
7. A student who loses too much sleep many have trouble focusing during his exams. _____
-

Exercise 4 Read and translate the text. Use the words (**in bold**) in brackets to form a suitable word to fill in the gap. Follow the example in the sentence 1. Think over the title and write your version in the space on the right.

The purpose of an Abstract is to tell the **reader** (**read**) the essentials of the research a person has carried out. The style should be brief, but not in note form.

An Abstract summarises, in one paragraph _____ (**usual**), the major aspects of the entire paper in the following prescribed sequence:

- the question(s) you investigated
 - state the purpose very _____ (**clear**) in the first or second sentence. (from Introduction).
- the experimental design and methods used (from Methods)
 - clearly express the basic design of the study;
 - name or briefly describe the basic methodology used, without going into _____ (**excess**) detail; be sure to indicate the key techniques.
- the major findings including key quantitative results, or trends (from Results)
 - report those results which answer the questions you were asking;
 - identify trends, relative change or differences, etc.
- a brief summary of your interpretations and _____ (**conclude**) (from Discussion)
 - clearly state the implications of the answers of your results gave you.

Whereas the title can only make the simplest statements about the content of your article, the Abstract allows you to elaborate more on each major aspect of the paper. The _____ (**long**) of the abstract is about 200-300 words maximum. Limit makes your statements concerning each segment of the paper (i.e. purpose, methods, results, etc.) to two or three sentences if possible.

The Abstract helps readers decide whether they want to read the rest of the paper, or it may be the only part they can obtain. Therefore, enough key information (for example, summary results, _____ (**observe**), trends etc.) must be included to make the Abstract _____ (**use**) to someone who may to reference your work.

Style Use the active voice when possible, but much of it may require passive constructions. Write it using concise, but complete sentences, and get to point _____ (**quick**). Use the Past Tense. The Abstract should not contain:

- ✓ Lengthy background _____ (**inform**);
- ✓ _____ (**refer**) to other literature;
- ✓ Elliptical or incomplete sentences;

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- ✓ Abbreviations or terms that may be confusing to readers;
- ✓ Any sort of illustrations, figure, or table, or references to them.

Strategy Although it is the first section of your paper, the Abstract must be written last since it will summarise the paper. To begin _____ (**compose**) the Abstract, take whole sentences or key phrases from each section and put them in a sequence, which summarises the paper. Then set about revising or adding words to make it all work cohesive and clear.

A well-prepared abstract should enable the reader to identify the basic content of a document quickly and _____ (**accurate**), to determine its relevance to their interests, and thus, to decide whether to read the document in its entire form. The Abstract should concisely state the principle objectives and scope of the _____ (**investigate**) where there are not obvious from the title. More importantly, it should concisely summarise the results and principal conclusions.

Exercise 5 Study the information from the table below.

The Four Parts of an Abstract

Name of a Structure	Keyword	The question	Verb Tense
Objective	What	What is the problem?	Present
Methods and Materials	How	How is it solved? (methodology)	Past
Results	Results	What are the specific results?	Past
Conclusions	Impact	So what? How is this useful?	Present (even future)

As for the verb tenses, other tenses are possible, but if you keep to these you will be correct. The thing you should keep in mind is to be consistent with verb tense use.

Exercise 6 Use opening sentences from **Exercise 15** (see the previous content module) to write a draft in accordance to the table above.

Exercise 7 Study the examples of abstracts below. Identify their structures (parts). What do they lack?

“Blind Construction: Mixed Media”

Diana Dewi, Jennifer Kittleson, and Wendy Hagedorn (Mentor)

Apparel and Textile Design

The basis of this project was to create a garment using mixed media in order to mimic the human body. The materials we used to create this piece include buckram, copper wire, spray paint, fabric paint, a variety of novelty fabrics, and chains. The techniques we created in order to manipulate the piece include fabric branding and burning,

grid painting, sewing, draping, moulding buckram, and coiling. Our overall approach was to create a theatrical wearable art piece. Upon completion of the assignment we found the piece aesthetically pleasing because of the way it moulds to the human body, but can be a piece all on its own.

Water Soluble Colorants On Porcelain

Jennifer L. Brant

Mentor: Dr. Charles Olson

In the ceramic work of Scandinavian artist, Arne Ase, water-soluble materials such as titanium sulphate, cobalt chloride, tungsten oxide, molybdenum chloride, and selenium chloride are utilised as decorative elements on his porcelain forms. Such chemicals are not of common use in the ceramic arts because of the expense of the raw materials and the possible hazards of working with these chemicals. However, these colorants can create subtle yet breathtaking effects, including hues of black, blue, yellow, or pink that blend with the surface of the clay, as if the porcelain vessel were a watercolour painting. It is his research, which I have expanded upon and integrated into my own ceramic work. Additional colorants have been tested, including iron sulphate, cobalt sulphate, and copper sulphate. A different firing atmosphere has been incorporated in the research, as well as two porcelain bodies, to expand the palette of colours that can be obtained. The most successful test results have been applied to my porcelain forms, which include a wide variety of functional objects, in order to contribute to my ongoing exploration of personal expression through the medium of clay.

Exercise 8 Study the following exemplary abstract. Define the differences between the abstracts in the previous exercise and the abstract in this exercise.

DOI Number : 10.5614/itbj.vad.2013.4.2.2

I Draw Therefore I Am: Drawing as Visual (Communication) Studies

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Abstract. This paper sets view to consider the significance of drawings as part of visual communication design. Drawing gives a chance to observe, to muse, to select and develop continuous thinking techniques. It is to present that drawing is not just a cursory to generate ideas, but it has its own energy and philosophy which deserve studying as a domain of art. In recent years, drawing has received attention; there is on the one hand a group of drawing practitioners, and on the other hand a group of drawing researchers. Drawing in design is a medium of visual and spatial thinking. Digging into research actually is a necessity for visual communication studies. It is suggested here three kinds of research approaches: research into art/design; research through art/design; and research for art/design. Indeed, it leads to four axis topics (topoi) for design studies: design practice, design product, design discourse, and design meta-discourse. A field of study called ‘visual culture’ which, departed from the study of critical theory and cultural studies which have set out relatively new field of study called ‘visual studies’. Based upon to this perspective, visual (communication) studies should be more self-reflexive. The production of visual communication contributes to construct the visual culture in society.

Keywords: artefact; communication; drawings; visual; research.

Exercise 9 Edit and re-write the abstract below to make it more appropriate and precise.

The Integration of Historic Periods in Costume Design

Theatre

As productions turn away from resurrecting museum pieces, integrating costumes from two different historical periods has become more popular. This research project focuses on what makes costume integration successful. A successful integration must be visually compelling, but still give characters depth and tell the story of the play. By examining several Shakespearean theatre productions, I have pinpointed the key aspects of each costume integration that successfully assist the production. While my own experiences have merged Elizabethan with the 1950s, other designers have merged Elizabethan with contemporary and even a rock concert theme. By analysing a variety of productions, connecting threads helped establish “rules” for designers.

Through this research, I have established common guidelines for integrating two periods of costume history while still maintaining a strong design that helps tell a story. One method establishes the silhouette of one period while combining the details, such as fabric and accessories, of another period, creating an equal representation of the two. A second option creates a world blended equally of the two periods, in which the design becomes timeless and unique to the world of the play. A third option assigns opposing groups to two different periods, establishing visual conflict. Many more may exist, but the overall key to costume integration is to define how each period is represented. When no rules exist, there is no cohesion of ideas and the audience loses sight of character, story, and concept. Costumes help tell a story, and without guidance, that story is lost.

Appendix A

GLOSSARY

SUBJECT-SPECIFIC VOCABULARY

Abstract art – art that does not attempt to represent an accurate depiction of a visual reality, but instead uses shapes, colours, forms and gestural marks to achieve its effect.

Abstract expressionism – a development of abstract art, which originated in New York in the 1940s and 1950s aimed at subjective emotional expression with particular emphasis on the spontaneous creative act.

AE – automatic exposure.

Aerial perspective – the perception of depth or distance caused by atmospheric haze affecting the colour of light reaching the lens.

AF – abbreviation for “Autofocus”.

Airbrush – a propellant using compressed air to spray a liquid, such as paint, and ink.

Alignment – the adjustment of arrangement or position in lines of a text or an image – for example, left, right, centred.

Ambient light – already existing light surrounding a subject – available light.

American Kitsch – characterised by its script fonts, informal shapes, and cartoon-like illustrations. From this style arose the popularity of caricatures and advertisements of the 1950s.

Analytical cubism – the name given to the early phase of cubism, from about 1908–12. The subject was viewed from multiple viewpoints and recreated in fragmented and overlapping shapes.

Ancient – belonging to the very distant past and no longer in existence.

Angle of view – also known as the “Field of view,” it is the width of the view produced by a lens. Wide-angle lenses have a wider angle of view than telephoto lenses.

Animation – generating movement by displaying a series of images using frames.

Aperture – the hole behind the lens, through which light passes to strike the image sensor or the film.

Appliqué – the technique where one fabric is layered or applied on-top of another and secured in place by hand or machine stitching.

Aquatint – a technique in etching to create tonal areas.

Armature – a rigid framework, often wood or steel, used to support a sculpture or other large work while it is being made.

Art deco – decorative art style of the 1920s and 1930s, characterised by precise and boldly delineated geometric shapes and strong colours, used most notably in household objects and in architecture.

Art nouveau – a style of decorative art, architecture, and design prominent in Western Europe and the USA from about 1890 until the First World War and characterised by intricate linear designs and flowing curves based on natural forms.

Assemblage – art that is made by assembling disparate elements, which are often scavenged by the artist, or sometimes bought specially.

Asymmetrical – this is when graphics and/or text are not identical on both sides of a central line.

Auto-bracketing occurs when a camera is set to automatically bracket exposures for a series of images when you press the shutter release one time.

Autofocus – facility on a camera to focus automatically on an object.

Avant-garde – avant-garde ideas, styles, and methods are very original or modern in comparison to the period in which they happen.

Backlighting – lighting from behind the subject.

Bas relief – sculpture in which figures project only slightly from a background, as on a coin. Also known as low relief sculpture.

Batik – the application of hot wax onto cloth to create a pattern or design. When dye is applied the waxed area resists the colour. Once dry, successive applications of wax and dye can be applied in layers to create intricate patterns. The process can often be found on textiles from Indonesia and India.

Binder – a liquid medium that is mixed with a pigment or colour concentrate to form a dye. Often used in the screen printing processes.

Biscuit ware refers to pottery that has been fired but not yet glazed.

Bitmap – a series of bits that forms a structure representing a graphic image. The colour of each pixel is individually defined.

Bleeding describes the action of one colour running into another. Most applicable to watercolour where a second or third colour can be dropped onto an already applied wash while wet.

Bleeding (textiles) – the blending or merging together of different colours when applied to a wet fabric. The escape of dye from under a stencil into an unexpected area during screen printing.

Block print – fabric that has been hand printed using carved wooden printing blocks.

Body refers to prepared clay. Usually mixtures of clays with different characteristics.

APPENDIX A: GLOSSARY

Body colour refers to the use of opaque pigment in watercolour. It is often called gouache.

Body type – the typeface used in the main text of a printed matter.

Border – the decorative design or edge of a surface, line, or area that forms its outer boundary.

Boro – a Japanese textile, which has been created or reworked using patchwork, mending and stitching processes.

Branding – the process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme.

Bricolage – a construction or artwork using any found materials.

Brushwork refers to the way paint is applied in a painting, describing texture of the paint surface applied with a brush.

Burnishing – the act of rubbing greenware (clay) with any smooth tool to polish it, and tighten the surface.

Calico – unbleached cotton.

Camera angle – same as “viewpoint”. The position of the camera in relation to the position of the subject.

Cartoon – a term originally used to describe the preparatory drawing for a painting, mural, tapestry and stained glass, which changed its definition in the nineteenth century to humorous illustrations then again to sequences of illustrations forming a story.

Carving – a technique used by sculptors using tools such as chisels and files to cut or scrape away from a solid material such as stone or wood.

Casting – the pouring of liquid clay into plaster moulds to make wares.

Ceramic glaze – an impervious layer or coating of a vitreous substance, which has been fused to a ceramic body through firing. Glaze can serve to colour, decorate or waterproof an item.

Clay – decomposed feldspathic rock, which is uniquely plastic so can be formed into an endless range of forms.

Close-up – a picture of a subject taken with the subject close to the camera.

Coiling – a method of forming pottery or sculpture from rolls of clay that are smoothed together to form the sides of a jar or pot.

Collage – describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.

Collograph – a method of direct printing in which materials such as string, cardboard, and other found materials are stuck to card or board to enable prints can be taken.

Colour field painting – describes the work of abstract painters working in the 1950s and 1960s who painted large areas of a more or less flat single colour.

Colour wash – a term used to describe the transparent layers of colour in a watercolour.

Combing – the use of a blunt-toothed comb to decorate the wet surface of a pot.

Commercial – the art of creative services, referring to art created for commercial purposes, primarily advertising. Commercial art traditionally includes designing books, advertisements of different products, signs, posters, and other displays to promote sale or acceptance of products, services, or ideas.

Complementary colours – red and green, yellow and purple, blue and orange. These colours lie opposite each other on the colour wheel.

Composition – the arrangement of elements within a work of art.

Computer animation – also known also as CGI animation, refers to the creation of moving graphics (animated images) using computer technology.

Conceptual – an art form in which the underlying idea or concept and the process by which it is achieved are more important than any tangible product.

Contemporary – the term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an innovatory or avant-garde nature.

Context – the setting for an event, statement, or idea.

Contrast – the difference in colour found between the light and dark parts of an image.

Craft is a form of making which generally produces an object that has a function.

Crazy patchwork – randomly shaped patches of fabric stitched together and often embellished with embroidery stitches.

Crop – a tool that removes portions of an image. It is usually used in digital photography.

Cubism – a movement in modern art that emphasised the geometrical depiction of natural forms.

Culture – the ideas, customs, and social behaviour of a particular people or society.

Dadaism – an art movement formed during the First World War in reaction to the horrors and folly of the war, in which the work produced is often satirical and nonsensical.

Decorative – art that is meant to be useful as well as beautiful, it is inclusive of different crafts such as ceramics, furniture, interior design, jewellery, and textiles.

Depth of field – the distance between the nearest and furthest point in focus in an image.

De Stijl – an art movement formed by Dutch abstract artists whose work is based on horizontal and vertical shapes and primary colours.

Der Blaue Reiter – formed in Munich in 1909 by a group of German expressionist artists, including Wassily Kandinsky, Franz Marc and August Macke.

Digital art refers to art made or presented using digital technology.

Digital/grunge – most recent in the design evolution, this emerged only within the last decade and is easily recognised by its extensive use of distressed textures, unrefined edges, and a seemingly nonsensical approach to layout.

Diptych – an artwork made in the form of two painted or carved panels.

Divisionism – a painting technique developed in the late nineteenth century, by artists such as Seurat and Signac, using tiny dots or brush marks of primary colour to simulate the effect of light.

Drawing – a technique in which images are created on a surface using lines and other marks. Drawings may also consist of areas of tone, washes and other non-linear marks.

Dye – a colouring agent for cloth, fabric, fibre and yarn.

Edition – a term used in printmaking to describe the number of copies made from the original printing plate or screen.

Element – any distinct part of a layout such as the logo, headline, images, or borders.

Embellishment – the application of stitching, trimmings, threads, braid, ribbons and beads to decorate a fabric or textile.

En plein air – the French term for paintings completed out of doors.

Environmental art

1. Art that is large enough for viewers to enter and move about in.
2. Art designed for display in the outdoor environment.
3. Art that actually transforms the natural landscape.

Etching – a technique of printing in which the image is created using acid to bite lines and shapes into a metal plate that hold the ink used to print the image.

Exaggerated – enlarged or altered beyond normal proportions. Exaggeration could be seen in overstating the features of a subject or in overemphasising the colour or surface of an image or artefact.

Experience – practical contact with and observation of facts or events. An event or occurrence which leaves an impression on someone.

Expressive – effectively conveying thoughts or feelings. Where the process and style of creation is emphasised rather than the final product. Expression in art might be seen in bold colour, or gestural mark making.

Felt – a fabric consisting of wool fibres, which are densely compacted and matted together to form a textile.

Firing – heating pottery or sculpture in a kiln or open fire to bring the clay to maturity.

Focal point – the main or principal point of focus.

Foreshortening – the technique of depicting an object or human body in a picture so as to produce an illusion of projection or extension in space.

Fresco – a technique of painting using water based paint onto damp or dry plaster.

Frottage – the process of making rubbings through paper of objects or textures underneath.

Functional art refers to artwork that serves practical purposes. It encompasses everything from furniture and lighting, architecture, toy and game design, domestic utensil design and a wide range of decorative design.

Futurism – an artistic and social movement that originated in Italy in the early twentieth century. It emphasised speed, technology, youth, and violence, and objects such as the car, the aeroplane, and the industrial city.

Genre – often refers to different types of art work having a particular form, content, technique ie still life genre, a realistic style of painting using everyday life as subject material.

Glazing – applied to painting media, the term glazing means the laying of a transparent colour over previously laid and dried-out pigments that may be opaque or transparent.

Golden section/Mean – the use of a mathematical proportion as the basis for important parts of a composition.

Gouache – a type of water-soluble paint that, unlike watercolour, is opaque so the white of the paper surface does not show through.

Historical painting was introduced in the seventeenth century to describe artwork with subject matter drawn from classical history, mythology and the Bible. In the eighteenth century it was also used to refer to more recent historical subjects.

Horizon line – refers to the eye level used in perspective.

Hue – one of the three primary attributes of colour. A hue is a variety of colour such as red, blue, green, or yellow.

Impasto – the process or technique of laying on paint or pigment thickly so that it stands out from a surface.

Impressionism – a style of painting associated mainly with French artists of the late nineteenth century, such as Edgar Degas, Edouard Manet, Claude Monet, and Pierre-Auguste Renoir. Impressionist painting seeks to re-create the artist's or viewer's general impression of a scene.

Indigo – the dye derived from the indigo plant, one of the oldest known dyestuffs.

Installation art – a term used to describe large scale assemblages or constructions of mixed media, often designed for a specific site or space.

Isms – in the art world typically signify art movements or styles. Impressionism, Abstract Expressionism, Futurism, Photorealism, Cubism, Surrealism, Minimalism, Romanticism.

APPENDIX A: GLOSSARY

JPEG – the initial letters for Joint Photographic Experts Group. It describes a standard form of compressing an image to reduce its memory size.

Land art – art that is made directly in the landscape, sculpting the land itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs.

Landscape - one of the principal types or genres of subject in Western art. It can be rural or urban.

Logotype – a graphical element that is used to identify an organisation, company, corporation, or even a product or service. Logos are symbols which help to create an identity for an organisation or reinforce a product brand, so that they are memorable more easily recognised.

Low resolution – small size images suitable only for viewing on the web.

Maquette – a small scale model or rough draft of an unfinished sculpture.

Mannerism – use of a distinctive style in art.

Media (in art) refers to the materials you use to create your art. Mixed media is artwork in the making of which more than one medium has been employed.

Medium can refer to both to the type of art (painting, sculpture, print-making) as well as the materials an artwork is made from.

Minimalism a style that uses pared-down design elements (uncomplicated, kept purposefully simple).

Mixed media a term used to describe artworks composed from a combination of different media or materials.

Modernism refers to the broad movement in Western arts and literature that gathered pace from around 1850. It is characterised by a deliberate rejection of the styles of the past, emphasising instead innovation and experimentation in forms, materials and techniques to create artworks that better reflected modern society.

Monochromatic – having only one colour. Descriptive of work in which one hue, perhaps with variations of value and intensity, predominates.

Mosaic – a picture made up of small parts, which are traditionally tiny tiles made out of terracotta, pieces of glass, ceramics or marble and usually inlaid into floors and walls.

Murals – paintings that are executed directly on to a wall.

Narrative art – a form of art that tells a story.

Natural dyes – dyes derived from a plant or animal origin such as leaves, flowers, insects or shellfish.

Oil paint – slow drying paint in which the pigment is mixed with an oil such as linseed or poppy that forms a hard coloured surface when dry.

Op art – a major development of painting in the 1960s that used geometric forms to create optical effects.

Pastels – a coloured drawing medium made from a stick of compressed pigment and binder.

Patchwork – a textile constructed by sewing together small pieces of fabric. The design is often in a geometric composition.

Pattern – a repeated decorative design. It is also the term given to a series of templates or instructions, which are used to assemble a fashion or costume piece.

Personal response – belonging to or affecting you rather than anyone else. How you feel about your artwork.

Perspective – refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting.

Photorealism – a genre of art that encompasses painting, drawing and other graphic media, in which an artist studies a photograph and then attempts to reproduce the image as realistically as possible in another medium.

Pigment – a colouring substance made from plants, earth, or minerals and may include other synthetic elements. When mixed with binders it becomes paint, ink or crayon.

Pixel – the smallest picture content that can be individually assigned a colour.

Plaster of Paris – gypsum, calcium sulphate or sulphate of lime. When mixed with water, it sets hard.

Plinth refers to the solid base or box on which a sculpture is placed.

Polyptych – an artwork made in the form of more than three painted or carved panels.

Pop Art – an art movement that emerged in the 1950s in response to advertising and popular culture and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture such as advertising, Hollywood movies and pop music.

Porcelain – applies to pottery, which is white, translucent and high fired. True porcelain is fired at over 1300 degrees centigrade.

Post impressionism – an art movement at the end of the nineteenth century that followed on from Impressionism and included Cezanne, Gauguin and van Gogh.

Pottery – any artefact made of clay, which has undergone chemical changes produced by heat over 600 degrees centigrade.

Primary colours – any hue that, in theory, cannot be created by a mixture of any other hues. Varying combinations of the primary hues can be used to create all the other hues of the spectrum. In pigment the primaries are red, yellow, and blue.

Psychedelic – use of abstracted curvilinear shapes, clashing colours, hard-to-read fonts. Rarely used in today's designs, the trippy posters of the 1960s are the most easily recognisable contribution of the Psychedelic style.

Realism – representing a person, location or thing in a way that is accurate and true to life.

Retro – a contemporary object or style containing elements of, but not replicating, an object or style from a previous era.

Secondary colours – a hue created by combining two primary colours, as yellow and blue mixed together yield green. In pigment, the secondary colours are orange, green, and violet.

Slip – clay suspended in water. Used as a potters glue. Can be coloured with oxides and used for decoration.

Soluble fabric – a specialist film or paper, which can be stitched into using a sewing machine. Once stitched, the original surface can be dissolved using hot or cold water. The remaining stitch-work suggests a lace like fabric.

Stains – a metal oxide or combination of oxides plus flint, alumina and a fluxing compound used to colour clay bodies and glazes.

Stencil – a shape or image cut out of paper or card to create a space through which dye can be applied.

Street art – related to graffiti art in that it is created in public locations and is usually unsanctioned, but it covers a wider range of media and is more connected with graphic design.

Style may refer to the visual appearance of a work of art that relates it to other works by artists from a particular genre, or "school", art movement or culture (for example, an impressionist style). Style can also mean the way you have made your work (for example, an expressive style).

Stylised – to conform you're working process to a particular style. To work only in a manner that has a particular identity.

Surrealism – a movement in art and literature that flourished in the early twentieth century. Surrealism aimed at expressing imaginative dreams and visions free from conscious rational control.

Synthetic cubism – the stage of cubism from about 1912 to 1914 in which Picasso, Braque and Juan Gris composed their work using collaged materials.

Template – shape or image cut out of paper or card to create a pattern.

Tertiary colours – six colours positioned between the primary and secondary colours on the colour wheel.

Throw – to form cylindrical pots on a wheel.

Tint – a colour is made lighter by adding white, this is called a tint.

Tonal drawing refers to the technique of drawing in which there are no lines only shading.

Tone – the lightness or darkness of something – this could be a shade, or how dark or light a colour appears.

Triptych – an artwork made in the form of three painted or carved panels.

Vanitas – a kind of still life painting, popular in seventeenth century Dutch art, in which objects were included that had a symbolic meaning relating to mortality.

Video art uses projected video images, sometimes onto several screens as an installation, which often comment on the human condition.

Vintage – something classic or was made a long time ago.

Vorticism – an art movement formed by British artists in 1914 in response to the ideas of the modern world originally developed by the Futurists.

Watercolour – a painting technique using coloured pigment suspended in a transparent medium.

Wedging – working clay by hand to homogenise it ready for use.

Wood engraving – a technique of printing in which lines are cut into a woodblock with a very fine grain.

Woodcut – a technique of relief printing in which the image is cut into the wood along its grain.

Young British Artists (YBA) – a group of British artists who began to exhibit together in 1988 work that often used an experimental approach to materials and shock tactics.

Appendix B.

CONNECTORS

Meaning	Sentence connectors	Subordinates	Phrase linkers
Cause and effect	Therefore As a result Consequently As a consequence Hence Thus Conclusively In conclusion Inevitably	because since as thereby	because of as a result of due to leading to owing to
Comparison	Likewise Similarly In the same way	as	like similar
Contrast in expectation	However Nevertheless Yet Still On the contrary Unfortunately Originally Surprisingly Ideally Apparently	although even though though despite the fact but	despite despite of in spite of but
Contrast in comparison	On the other hand In contrast Conversely	while whereas	unlike
Contrast in action	Instead		instead of
Emphasis	In fact Indeed As a matter of fact That is Essentially Interestingly Fortunately Inevitably		
Main reason	Primarily Most important		
Confirmation	Typically Usually Traditionally Normally Naturally Clearly	in accordance with confirms	
Clarification	In other words That is To sum up In summary	summing up	i.e.
Generalisation	In general Generally Generally speaking In a broader context In a broader perspective		
Specialisation	In particular Particularly Specifically		
Additional information	Moreover Besides Additionally In addition Furthermore	with	in addition to besides
Continuation of explanation	In this context In this connection In this respect In this perspective	with	

CONNECTORS

	Here		
Condition	In that case Otherwise Now Given	if provided that when while until as long as now that once that	
Without condition	Regardless Despite	even though	regardless of despite of
Example	For example For instance As shown by As exemplified by As illustrated by	exemplified by illustrated by shown by be it	like such as e.g.
Qualification	At least		
Ordering	First, second... Then Next Now Continuing Further Finally	before after	before after
Reintroduction	Regarding For In connection with Focussing on With respect to		

Appendix C.

ORAL PRESENTATION TRAINER

Organisation

Date and time _____
Length of time for talk _____
Questions at the end? If yes, length of time for questions _____
Place / room _____
Equipment needed _____
Audience

Number of people _____
How much do they know about the topic? nothing a bit a lot
How formal? very formal formal informal
Nationality / Culture? same as me international

Handouts no
 yes/ before talk at the end of talk later (intranet/email)

Contents

Topic _____

Three main points

1. _____
2. _____
3. _____

Purpose of talk (What do I want to do?):

- Inform the audience
- Train the audience
- Persuade the audience to do something
- Other _____

Importance to audience _____

What do I want the audience to know by the end of talk _____

Preparing visuals

How many visuals will I have? _____

Presentation

Introduction

Welcome the audience.

Introduce yourself (name, position/ function)

State your topic

Say why your topic is important for the audience

Describe the structure of your talk (the main points and when you will be dealing with them)

Say how long the talk will be

Say when you will answer questions

Say whether there are handouts

Main part

Briefly state your topic and objective(s) again

Then introduce your three (or two or ?) main points and give details

Main point 1:

Main point 2:

Main point 3:

Signal the end of the main part

Conclusion

Signal the end of your talk

Summarise the key points

Highlight one important point

Explain the significant

Make your final statement

Invite questions

Appendix D Exemplary Articles

APPLIED COGNITIVE PSYCHOLOGY

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What Does Doodling do?

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The call centre has put you on hold yet again and you start thinking about how good it would be to have a holiday, where you would like to visit . . . then you realize that the person you have been waiting to speak to has already started talking and you have not taken in anything they have said. This scenario illustrates the tendency for daydreaming to start in moments of boredom and, once started, to distract attention from the task in hand. In such a situation some people resort to doodling, aimlessly sketching patterns and figures unrelated to the primary task. It is not known whether doodling impairs performance by detracting resources from the primary task, as would be the case for the most concurrent cognitive tasks or whether it improves performance by aiding concentration (Do & Schallert, 2004) or maintaining arousal (Wilson & Korn, 2007). This question ties into more general issues in cognitive and applied psychology. Boredom is a very common experience (Harris, 2000) and daydreaming is a common response, even in the laboratory (Smallwood & Schooler, 2006). A way of aiding concentration would have implications for psychological research methods as well as practical applications. Dual task designs are commonly used to pinpoint specific cognitive resources needed to perform a task, but they fail to do this accurately if the effects of boredom are overlooked. Performance decrements through competition for task-specific resources may be moderated if the secondary task also reduces the mind-wandering or elevated arousal levels that can be a hidden feature of single task control conditions (Smallwood, O'Connor, Sudbery, & Obonsawin, 2007).

This study is the first experimental test known to the author of the prediction that doodling aids concentration. Participants listened to a monotonous mock telephone message. An auditory task was chosen so that doodling would compete minimally for modality-specific resources. Participants monitored the message for specific, infrequent information and afterwards attempted a surprise recall test for that information and for incidental information. Performance was measured in terms of monitoring accuracy and memory, which was assumed to reflect the depth of processing of the monitored material. Rather than being asked to doodle freely, participants were asked to shade in printed shapes on the response sheet, without worrying about the speed and the neatness of their shading. The hope was that the simplicity of this shading task would encourage a degree of absent mindedness in participants' drawing, akin to that seen in doodling in naturalistic conditions. Participants were not asked to doodle freely in case they felt self-conscious about their drawings or suspected that the content of their doodles was the real focus of the study. In this case their doodling would not have the spontaneous, automatic quality of naturalistic doodling.

METHOD

Participants and design

Participants were 40 members of the MRC Applied Psychology Unit (now the Cognition and Brain Sciences Unit) participant panel, recruited from the general population and aged between 18 and 55 years. They were paid a small honorarium for taking part. Participants were randomly assigned to the control ($N = 20$; 2 male) or doodling group ($N = 20$; 3 male). All participants monitored a telephone message and then attempted to recall monitored and incidental information. Recall order was counterbalanced across participants.

Materials

A mock telephone message was recorded onto audio cassette tape in a fairly monotone voice at an average speaking rate of 227 words per minute, and played at a comfortable listening volume. The script included eight names of people attending a party, and names of three people and one cat who could not attend (see the Appendix). Eight place names were mentioned, along with much irrelevant material. Participants in the doodling condition used a pencil to shade shapes of approximately 1 cm diameter printed on a piece of A4 paper, with 10 shapes per row and alternating rows of squares and circles. A 4.5 cm wide margin on the left-hand side allowed space for writing the target information. Control participants wrote the target information on a lined piece of paper.

Procedure

Participants were recruited just after finishing an unrelated experiment (on ways of giving directions to different locations) for another researcher, and asked if they would mind spending another 5 minutes helping with research. The intention was to enhance the boredom of the task by testing people who were already thinking about going home. Participants were tested individually in a quiet and visually dull room. They were told:

‘‘I am going to play you a tape. I want you to pretend that the speaker is a friend who has

telephoned you to invite you to a party. The tape is rather dull but that's okay because I don't want you to remember any of it. Just write down the names of people who will definitely or probably be coming to the party (excluding yourself). Ignore the names of those who can't come. Do not write anything else.'

Participants in the doodling condition were also asked to shade in the squares and circles while listening to the tape. They were told 'It doesn't matter how neatly or how quickly you do this—it is just something to help relieve the boredom'.

Participants listened to the tape, which lasted 2.5 minutes, and wrote down the names as instructed. When the tape finished, the experimenter collected the response sheets, and engaged participants in conversation for 1 minute including an apology for misleading them about the memory test. Half the participants were then asked to recall the names of party-goers and, when they had done that, of the places mentioned. The other half recalled the places first, followed by the names. During debriefing, participants were asked if they had suspected a memory test.

RESULTS

Participants in the doodling group shaded a mean of 36.3 of the printed shapes on their response sheet (range 3–110). One participant did not doodle and was replaced. Participants in the control condition did not doodle. Three doodlers and four controls suspected a memory test. None said they actively tried to remember information.

Control participants correctly wrote down a mean of 7.1 (SD j 1.1) of the eight names of party-goers during the tape; five people made a false alarm. Doodling participants correctly wrote a mean of 7.8 (SD j 0.4) names of party-goers; one person made one false alarm. Plausible mishearings, such as 'Greg' for 'Craig', were scored as correct. Other new names were scored as false alarms, including names mentioned on the tape as lures. Responses such as 'sister' were ignored. For analysis, monitoring performance was scored as the number of correct names minus false alarms. Non-parametric analysis was used because scores were not normally distributed: fifteen doodlers and nine controls scored the maximum of eight. Monitoring performance in the doodling condition (mean j 7.7, SD j 0.6) was significantly higher than in the control condition (mean j 6.9, SD j 1.3), Mann–Whitney U j 124, p j 0.01 one-tailed.

Recall performance was scored separately for names and places, using the definitions of correct responses and false alarms above, with the addition that plausible mis-hearings had to be the same in the monitoring and recall phases (see Table 1). Overall, participants in the doodling condition recalled a mean of 7.5 pieces of information (names and places), 29%

Table 1. Mean correct recall, false alarms and memory scores (correct minus false alarms) for names and places for the control and doodling groups (j standard deviation)

		Group	
		Control	Doodling
Names (monitored information)	Correct	4.3 (1.3)	5.3 (1.4)
	False alarms	0.4 (0.5)	0.3 (0.4)
	Memory score	4.0 (1.5)	5.1 (1.7)
Places (incidental information)	Correct	2.1 (0.9)	2.6 (1.4)
	False alarms	0.3 (0.6)	0.3 (0.4)
	Memory score	1.8 (1.2)	2.4 (1.5)

more than the mean of 5.8 recalled by the control group. Memory scores were entered into a 2 (doodling, control) \times 2 (names, places) mixed measures ANOVA which confirmed that the monitored names were recalled better than the incidental places, $F(1,38)$ j 54.9, p <0.001. Recall was better for doodlers than controls, $F(1,38)$ j 6.0, p j 0.02, for both monitored and for incidental information (interaction F <1). Removing data from participants who had suspected a test did not alter the pattern of results (main effect of group: $F(1, 31)$ j 6.9, p j 0.01). Entering monitoring performance as a covariate made the group effect marginally significant, $F(1,37)$ j 3.8, p j 0.058.

DISCUSSION

Participants who performed a shape-shading task, intended as an analogue of naturalistic doodling, concentrated better on a mock telephone message than participants who listened to the message with no concurrent task. This benefit was seen for monitoring performance and in scores on a surprise memory test. When monitoring performance was used as a covariate, the group effect became marginally significant, so it is not clear whether doodling led to better recall simply because doodlers noticed more of the target names or whether it aided memory directly by encouraging deeper processing of the material on the tape.

Two methodological features may have contributed to the beneficial effect of doodling by making the primary task seem particularly boring. Participants were recruited and tested immediately after they had finished a colleague's experiment. The intention was to test people when they were more prone to boredom than if they had just arrived at the laboratory, although we have no evidence that this was the case. Everyone was told that the tape would be dull, to discourage them from searching for something interesting in the material. The doodling task was described as 'just something to relieve the boredom', to encourage participants to do it in a fairly naturalistic, automatic fashion. The instructions contained no suggestion that it would improve cognitive performance. It remains to be discovered whether the benefits of the shading task extend to naturalistic doodling.

What mechanism might underlie the effect of doodling on concentration? One possibility is that doodling simply helps to stabilize arousal at an optimal level, keeping people awake or reducing the high levels of autonomic arousal often associated with boredom (London, Schubert, & Washburn, 1972). Future research using psychophysiological measures might pick up such effects. A more specific hypothesis is that doodling aids concentration by reducing daydreaming, in situations where daydreaming might be more detrimental to performance than doodling itself. Daydreaming is linked with the generally high arousal levels seen during boredom, through increased activity in 'default' cortical networks (Mason, Norton, Van Horn, Wegner, Grafton, & Macrae, 2007; Smallwood et al., 2007b). It occupies central executive resources (Smallwood & Schooler, 2006; Teasdale, Proctor, Lloyd, & Baddeley, 1993) and is detrimental to performance on tasks that compete for those resources (Seibert & Ellis, 1991; Smallwood, Baracaia, Lowe, & Obonsawin, 2003; Smallwood, Fishman, & Schooler, 2007).

The message-monitoring task would have encouraged daydreaming because the resource demand of the basic task was low and the task did not explicitly require retention of stimuli (see Smallwood et al., 2007a). Because participants were not told about the forthcoming memory test, they had little incentive to 'catch' themselves daydreaming and return their attention to the task. However, performance on the memory test would have benefited from deeper processing of the stimuli and greater time-on-task, i.e. less daydreaming. Doodling may have facilitated this deeper processing by reducing daydreaming, without competing for the verbal processing resources needed for listening to the telephone message. Doodling may have reduced daydreaming simply by adding a resource load to a rather undemanding task (Smallwood et al., 2007a), in which case increasing the demands of the primary task (requiring speeded responses, for instance) would have had a similar effect. Alternatively, doodling may have reduced daydreaming by selectively loading central executive resources. Although doodling is itself relatively undemanding of executive resources, being self-paced, repetitive and involving little controlled processing such as performance monitoring or inhibition of irrelevant information, the combination of doodling with the auditory message-monitoring task should have engaged executive resources needed to coordinate verbal and visuo-spatial short-term memory (Baddeley, 1996). It is hypothesized that this continual but small central executive load detracted minimally from the primary auditory task yet was sufficient to prevent the greater impairment to performance that would have occurred if central executive resources were free for daydreaming. A limitation of the present study is that it lacks any measure of daydreaming. A replication that included thought probes (e.g. Teasdale et al., 1993) during the telephone message, or retrospective self-report of daydreaming, would test whether the effect of doodling on memory occurred via effects on daydreaming. Future neuroimaging studies could test the hypothesis that doodling selectively reduces cortical activation associated with daydreaming.

The present finding that doodling aids concentration, and explaining the potential mechanism for this, has important implications. The extent to which secondary tasks have beneficial effects or fail to have predicted detrimental effects is a 'file drawer problem', though a recent paper by Roche et al. (2007) reports unexpected benefits of secondary tasks on visuo-motor learning that were not due to increased arousal. Understanding the role of boredom and daydreaming, and tasks that alleviate them, would allow a more complete cognitive analysis of task performance in the laboratory and in real-life work and educational settings (Smallwood & Schooler, 2006; Smallwood et al., 2007a). Ways of maintaining attention to task are also important in the context of depressive ruminations and worry, where mind wandering helps maintain dysphoric states (Smallwood et al., 2007b).

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APPENDIX

The boring telephone message: monitored names are shown in **bold**, incidental places in *italics*.

“Hi! Are you doing anything on Saturday? I’m having a birthday party and was hoping you could come. It’s not actually my birthday, it’s my sister Jane’s. She’ll be 21. She’s coming up from London for the weekend and I thought it would be a nice surprise for her. I’ve also invited her boyfriend William and one of her old school friends, Claire, but she doesn’t know that yet. Claire’s husband Nigel was going to join us but he has just found out that he has to go to a meeting in Penzance that day and won’t be back in time. I thought we could have a barbecue if the weather is nice, although the way it has been so far this week, that doesn’t look likely. I can’t believe it has got so cold already. And the evenings are really drawing in aren’t they? Anyway, there is plenty of space indoors if it rains. Did I tell you that I have redecorated the kitchen? It is mainly yellow—the wallpaper is yellow and so is the woodwork, although I thought it would be better to leave the ceiling white to make it look lighter. I’ve still got the old blue fittings—they are pretty battered now but I can’t afford to replace them at the moment. Do you remember Craig? I used to share a flat with him when we were both working for that bank in Gloucester. He has bought a house in Colchester now but he promises to take time off from gardening to come to Jane’s party. Suzie is going to be there too. She’s the person I met at the pottery class in Harlow last year. Apparently she has got really good at it and may even be having an exhibition of her work soon. Will you be able to bring some food? Maybe crisps or peanuts, something along those lines. Jenny from next door is going to bring a quiche and I’ll do some garlic bread. I found a good recipe for punch—you warm up some red wine with gin and orange juice plus cloves and cardamom and cinnamon. Add some brown sugar if it’s not sweet enough. The boys from the house down the road have promised to bring some of their homebrew. There are three of them sharing that house now—John, Tony and Phil. I think they were all at college together. Phil teaches at a primary school in Ely now and the other two commute to Peterborough each day. I think they both work in the hospital there—I know Tony was training to be a nurse at one point so maybe he is qualified now. John can’t come on Saturday because his parents are coming to stay for the weekend but Phil and Tony should be there. Tony has to pick their cat Ben up from the vet so he may be a bit late. By the way, did I tell you about our holiday in Edinburgh? It was a complete disaster. We were camping and it rained constantly. We spent most of the time in museums, trying to keep dry and then, to make matters worse, Nicky got her handbag stolen. I was quite glad to get back to work after that. Anyway, hope you can make it on Saturday—let me know if you want to stay over. Bye!”

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