МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

Е.С. ЛАПШОВА

ACADEMIC COMMUNICATION

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Целью пособия является развитие навыков и умений академического (научно-делового) письма и устного выступления на английском языке на основе различных типов текстов и заданий. Состоит из 7 разделов, которые включают оригинальный текст по теме раздела, а также комплекс заданий и упражнений, стимулирующих творческую речевую деятельность, что отвечает принципам современной коммуникативной методики.

При отборе текстов автор стремился к тому, чтобы каждый текст носил общенаучный характер и был насыщен профессиональной лексикой. Активный лексический и грамматический минимум определяется темами пособия.

Предназначено для студентов, обучающихся по направлениям подготовки 06.04.01 Биология, 44.04.02 Психолого-педагогическое образование. Данное пособие рассчитано на работу в аудитории (совместно с преподавателем) и дома (самостоятельно).

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CONTENTS

Предисловие **4**
Введение **5**

UNIT 1.Socialising **8**
Introductions and greetings 8
UNIT 2. Is it worth doing Science? **19**
UNIT 3. Academic Correspondence **23**
1. Cover Letter 23
2. Plagiarism and paraphrasing 25
3. Summary 32
UNIT 4. Academic Publications **40**
1. Writing an Abstract 40
2. Critical Review 42
3. Peer Assessment 47
UNIT 5. Presentation Skills **49**
Successful Presentation 49
UNIT 6. Academic Events **59**
1. Professional Events 55
2. At the Conference 62
UNIT 7. International Cooperation **64**
International Programs 64
UNIT 8. Problem Solving **67**

Appendix **70**
1. Dialogue 70
2. Useful Phrases for Summary Writing 70
3. Useful Phrases for an Abstract 71
4. Linking words 72
5. How to Make a Presentation 74
6. Useful Phrases for a Presentation 75
Questions **84**

Методические указания
для самостоятельной работы обучающихся **85**

Заключение **87**

ПРЕДИСЛОВИЕ

Дисциплина «Иностранный язык (английский)» играет значительную роль в подготовке магистров в области академической коммуникации. Основной целью данного курса является обучение языку для академического общения.Весь курс выстроен таким образом, что темы основываются на общенаучной и научной лексике.

Задания пособия соответствуют требованиям к обучению иностранному языку и способствуют формированию у магистров коммуникативной компетенции. Упражнения в пособии формируют необходимые стратегии речевой коммуникации, развивают лексико-грамматические навыки, умения чтения, говорения и письма.

Данное пособие разработано в соответствии с рабочей программой и состоит из 7 разделов, которые включают оригинальный текст по теме раздела, а также комплекс заданий и упражнений, стимулирующие творческую речевую деятельность, что отвечает принципам современной коммуникативной методики.

В каждом разделе предлагаются интерактивные задания, обучающие магистров работать в парах и малых группах, развивающие умения структурировать и связно выстраивать устные и письменные высказывания.

В приложении представлены лексические конструкции, изложены структуры и даны примеры фраз для письменных и устных работ изучаемые в данном пособии.

ВВЕДЕНИЕ

Сегодня в России все больше университетских преподавателей понимают важность выработки в учебном процессе навыков, необходимых для академической коммуникации. Эти навыки нужны всем без исключения студентам высших учебных заведений, не говоря о магистрантах и аспирантах, занимающихся научной работой.

В современных условиях иноязычное общение становится существенным компонентом будущей профессиональной деятельности специалиста, в связи с этим значительно возрастает роль дисциплины «Иностранный язык» на неязыковых факультетах вузов. Государственный образовательный стандарт высшего профессионального образования требует учета профессиональной специфики при изучении иностранного языка, его нацеленности на реализацию задач будущей профессиональной деятельности выпускников

Особую актуальность приобретает профессионально-ориентированный подход к обучению иностранного языка на неязыковых факультетах вузов, который предусматривает формирование у магистров способности иноязычного общения в конкретных профессиональных, научных сферах и ситуациях с учетом особенностей профессионального мышления, при организации мотивационно-побудительной и ориентировочно-исследовательской деятельности. Под профессионально-ориентированным понимается обучение, основанное на учете потребностей студентов в изучении иностранного языка, диктуемого особенностями будущей профессии или специальности. Оно предполагает сочетание овладения профессионально-ориентированным иностранным языком с развитием личностных качеств обучающихся, знанием культуры страны изучаемого языка и приобретением специальных навыков, основанных на профессиональных и лингвистических знаниях. Сущность профессионально-ориентированного обучения иностранному языку

заключается в его интеграции со специальными дисциплинами с целью получения дополнительных профессиональных знаний и формирования профессионально значимых качеств личности. Иностранный язык в данном случае выступает средством повышения профессиональной компетентности и личностно-профессионального развития магистров и является необходимым условием успешной профессиональной деятельности специалиста – выпускника современной высшей школы.

Содержание дисциплины охватывает круг вопросов, связанных с формированием иноязычной коммуникативной компетенции, уровень которой позволяет использовать иностранный язык в научной деятельности, а также дает возможность продолжить обучение и вести научную деятельность в иноязычной среде.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: лекции, мастер-классы, практические занятия, семинары, самостоятельная работа магистранта, консультации.

DEAR FRENDS!

Entering the SamaraUniversity has to be one of the most important events in your life. It is a step into another world. You will discover new knowledge, new skills and new opportunities. You will learn more about the world.

You will grow in intellect, in competence and in confidence owing to the English language.

I wish you success in your work.

The author

UNIT 1. SOCIALISING

Introductions and greetings

1. Work in pairs and discuss this question. What is necessary to keep a conversation going?

2. Read the conversation below. Then write the correct verb at the end of each line to explain the purpose of the sentence. You will use one verb twice.

Add Answere Ask

A: Who do you work for? [1]
B: I work for Samara University of Applied Sciences. [2]_____ I am with the Department of Ecology .[3]————— And what about you? Who do you work for?[i]—————

3. Work out the '3As' rule of successful communication.

A_ _ + A_ _ _ _ _ + A_ _ = success

4. Read the following dialogue

Characters

1. Frank Carrigan- a mathematician from Michigan. He's theoretician, a little capricious and very ambitious. His ambition is to become an academician and a great theoretician.

2. James Page - a professor from Cambridge. He's engaged in the history of the Middle Ages and is always sage.

3. Robert Roy (-a geologist from Illinois. He has written a paper on the role of soils in prospecting for oil. Thus he keeps his pot boiling.

4. Ronald Onyx - a Doctor of Philosophy (PhD), works at the laboratory of radioelectronics at Oxford. He's very honest and fond of the comics.

5. Clyde Brian -a psychiatrist from Brighton. He's very bright, has an inquisitive mind and is highly competent. But this guy is awfully shy and never tells a lie.

6. David Gasher- an astronomer from Central Asia. The aim of his investigation is exploration of constellations. His motto is: "Concentration and moderation pave the way to creation."

7**. Alan Palmer**- a physicist from Alabama. He's a nice chap and manages a lab. He's very accurate and investigates the structure of atoms.

8. Laura Ford - an eager teacher and a charming creature. She was bom in Greece and studied in Nice. She works like a bee for a meagre fee. She is keen to look like a queen.

9. Susan Dewston- a Nobel prize-winner. She proved by experiment that genes are inherited: that's why she is merited.

10. Hilda Billman- an explorer of fauna and flora from Norway. She rises at dawn and works the whole morning. She wants to grow a rose without thorns in her lawn.

11. Rosy Snow- an economist from Finland. She's interested in the distribution of the national income. At a glimpse you can see she is slim, very pretty and witty.

12. Jean Leigh- a chemist from Houston. She's enthusiastic and curious about perfumery. She pursues writing reviews for the "Chemical News." She has a sense of humour, and is mad about music and driving her Buick.

13.Annabel Skinner - a well-known sociologist from Rome. Her goal is to study global sociological problems on the whole, including those of lonely human soules. When she feels low, she'll never show it. Her motto is: "When in Rome, do as the Romans do."

There is half an hour to go before the opening session of the conference on "Science and Global Security Problems". Look around! Hundreds of scientists from different countries have come to attend the Conference. Different sciences are represented such as mathematics, physics,

history, biology, economics and various problems will be discussed during the five-day sessions.

Everybody has gathered in the lobby in front of the conference-hall; there is an animated exchange of news between those who are acquainted with each other, as well as spontaneous introductions of those who are less fortunate. We can hear fragments of a lively talk and an occasional exchange of "Hallo!" between old friends.

L.F. — Hallo, James. Glad to see you again.

J.P. — Hallo, Laura! Happy to see you. You are looking as charming as ever.

L.F. — Thank you, James. Are you still engaged in the history of the Middle Ages?

J.P. — Certainly, Laura. What about you? You are still exploring fauna and flora in Norway, aren't you? They say you want to grow a rose without thorns in your lawn.

L.F. — Sure. I rise at dawn and work the whole morning.

J.P. — What's your contribution here?

L.F. — I've got a newassignment here. I'm to cover the conference for the press, to take interviews of a leading scientists; I'm going to cover, various aspects, both scientific and political.

J.P. — It's a lot of work.

L.F. — Indeed. Sometimes I wish I'd refused to do it, but what's done can't be undone.

J.P. — Meet Robert Roy, a geologist from Illinois. He's written a paper on the role of soils in prospecting for oil.

L.F. — How do you do, Mr. Roy. Happy to meet you!

R.R. — How do you do. It's a pleasure.

L.F. — What's your mission here?

R.R. — I'm to give a talk on environmental pollution as a result of nuclear tests This is my friend and colleague, Dr. Ronald Onyx. He's very modest and honest. He works at the laboratory of radioelectronics at Oxford. By the way, he is fond of comics.

R.O — Good morning, everybody.

L.F. — Good morning. Dr. Onyx, are you going to give a paper at the conference?

R.O — Yes, I'm a contributing participant.
L.F. — What are you going to talk about?
R.O — I haven't yet decided what field to choose: electronics for peace or Peace Campaign. Anyhow I hold scientists of the world must unite to prevent war.
J.P. — I quite agree with you. And my life motto is: "Don't trouble trouble until trouble troubles you."
S.D. — Excuse my interrupting you. I'm Susan Dewston, a chemist from Houston.
All — Glad to meet you.
S.D. — I happened to overhear the word "trouble". What did you mean?
R.O — Nothing in particular, miss Dewston. It was an after-dinner talk I believe I've heard your name before, but I can't place it. What's your field of investigation?
S.D — I'm a chemist at a city perfumery. Also, I write reviews for the "Chemical News". Besides, I'm mad about music and driving my Buick.
R.O . — Oh, I've got it. I heard your name from my friend Rosy Snow. She is a well-known sociologist from Rome. Her goal is to study global sociological problems on the whole, including those of lonely hearts. She is a nice person. When she feels low, she will never show it. Her life motto is: "When in Rome, do as the Romans do". Here she is. This is Rosy Snow, a sociologist from Rome.
— Hallo, Rosy. Pleased to meet you.
All — Glad to see everybody. Romans used to say: "All roads lead to
R.S. Rome." Now we should say: "All roads lead to peace." That's why I'm here. I'd like you to meet my friend Clyde Brian. He is a young psychiatrist from Brighton. He is very bright, has an inquisitive mind and is highly competent in his field. This guy is awfully shy and never tells a lie. Clyde, are you going to speak on after-effects of nuclear tests on psychics?
— Right. To begin with, I don't agree with the saying "What can't
C.B. be cured must be endured." I haven't lost hope that under the pressure of public opinion politicians will come to an agreement in the long run.
— Let's hope for the best.
S.D. — Jean Leigh is coming over here. Do you know her? She is an
R.R. eager teacher and a charming creature. She was born in Greece and

studied in Nice. She works like a bee for a meagre fee. She is keen to look like a queen. Hallo, Jean. How are you?

J.L. — Hallo, Bob. Fine, thanks. And you?

R.R. — Splendid. Meet my new friends.

S.D. — Jean, who is that man with good manners you were chatting with?

J.L. — It's Frank Carrigan, a mathematician from Michigan. He's a theoretician, very ambitious and a little capricious. His ambition is to become an academician. Shall I introduce him to you?

S.D. — Some other time, perhaps. Do you know anyone here who deals with space problems? I'd like to get acquainted with an astronaut.

F.C. — I see mathematicians are not in great demand nowadays. Tastes differ.

J.L. — I could introduce to you David Gasher, an astronomer from Central Asia. The aim of his investigations gallons is observation of constellations. His motto is: "Concentration and moderation pave the way to creation." He is not married, by the way... He's standing over there in the corner.

S.D. — ...talking to a pretty girl? She looks Finnish or Swedish.

A.P. — That is Hilda Billman, an economist from Finland. She is interested in the distribution of the national income. It is a serious problem. She has all figures at her fingertips. At a glimpse you can see she's slim, very pretty and witty.

S.D — You seem to know the whole world and everyone seems to know you. Oh, I see another familiar face. It's Alan Palmer.

A.P. — Hi, Sue. I haven't seen you for ages.

S.D. — Glad to see you, Alan. People may meet but mountains never. Are you still investigating atoms in your lab in Alabama? How are things going?

A.P. — Fine, thank you. I'm getting married.

S.D. — My sincere congratulations, Alan.

Radio Announcement:

Attention! Attention! Participants of the Conference are invited to proceed to the Conference Hall. The session starts in ten minutes.

Role-play activities

Use the '3As' rule of communication and Wh-questions:

Situation 1. You are on board a plane on the way to a conference. Get acquainted with the passengers sitting next to you.

Situation 2. A representative of the Organizing Committee of the conference is meeting you at the airport. Introduce yourself to him/her.

Situation 3. A round-table discussion is due to begin in a few minutes. Your right-hand neighbor appears to know everybody presented while you know nobody. Ask him in a low voice who is who.

Situation 4. You've come to Great Britain for the first time. What scientists would you like meet here and why?

Situation 5. The plenary session is due to begin soon. The house is full. Ask your neighbor if he is a contributing participant, what he is going to speak on. Inform him what you are going to dwell on.

Situation 6. You're a journalist. Interview 2—3 participants of the Conference. Ask them what they will speak on.

5. Read and pay attention to the similarities and differences in a scientist's status in different countries

степень - degree
степень бакалавра - first degree / Bachelor's degree
Bachelor of Science, сокр. B.Sc./B.S. (естественныенауки);
Bachelor of Arts, сокр. A.B./B.A. (гуманитарные науки);
Bachelor of Fine Arts, сокр. B.F.A. (искусство);
Bachelor of Business Administration, сокр. B.B.A. (управление)

I got my first degree in chemistry and then I switched over to the field of biology.

Степень магистра - master's degree
Master of Science, сокр. M.S.;
Master of Arts, сокр. M.A.;
Master of Fine Arts, сокр. M.F.A.

I have a master's degree in chemical engineering.

I am twenty-six years old and have just completed my master's degree in science. And I'm going to begin my Ph. D. program next September in Canada.

степень доктора философии - Doctor of Philosophy, сокр. Ph.D.

I left English to go to Canada to be a student of advanced botany. In Canada I earned the degree of Master of Science and also Doctor of Philosophy.

Степень доктора наук - doctoral degree/doctor's degree/doctorate

I attended a college in Arizona for my bachelor's degree and my master's degree. Then I got my doctoral degree at the University of Hawai.

диссертация - thesis

I am twenty-six years old and have just completed my master's degree in science. And I'm going to begin my Ph. D. program next September in Canada.

профессор - professor

I'm Professor Petrov and this is my colleague Dr. Ivanov.

доцент – associate professor

White W.W., Associate Professor of Economics, University of Alaska.

старший преподаватель - assistant professor

Brown B.B., Assistant Professor of Economics, University of Texas.

преподаватель - assistant lecturer (брит.) и instructor (амер.)

I am an instructor in English.

заведующий кафедрой - head of department

S.S. Smith, D.Sc., Professor and Head of Department, Department of Economics.

кафедра - department

кафедрафизики – department of physics; department of modern languages – кафедрасовременныхязыков

руководитель – head

head of department, head of laboratory, head of group

лаборатория - laboratory естественно-научной тематике исследований
лаборатория гуманитарных дисциплин - **the humanities group**

6. Make up English-Russian pairs of words equivalent in meaning:

to publish, sphere, research, to include, importance, to develop, to collaborate, enterprise, scientific adviser, scientific degree, to be awarded, department, to encounter, branch, research team, data, to participate, to take post-graduate courses, to prove a thesis (dissertation);

защищать диссертацию, обучаться в аспирантуре, опубликовать, область, быть награжденным, включать, (научное) исследование, важность, кафедра, встречать(ся), исследовательская группа, данные (информация), разрабатывать, сотрудничать, участвовать, ученая степень, научный руководитель, предприятие, отрасль.

7. Find synonyms in the list below, arrange them in pairs:

1) device, research, technology, branch, obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

2) quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

8. Find antonyms in the list below, arrange them in pairs:

1) theory, to obtain, rapidly, experimentator, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

2) simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced.

9. Make up sentences using the given words and word-combinations:

a) *Example*: I took master courses in economics and applied quantitative methods.

1) in chemistry; 2) in international law; 3) informatics; 4) economics with mathematics; 5) biology.

b) *Example*: My scientific adviser received the State Prize.

1) got his Ph.D. degree in Moscow; 2) made a considerable contribution into economics; 3) took part in various scientific conferences and symposia.

c) *Example*: I take part in annual conferences of our university.

1) in international symposia; 2) in making experiments; 3) in delivering lecture in economics.

10. Agree to the statements of your friend

Use the following expressions of agreement: You are right; You are quite (absolutely) right; It is quite true that …; What you say is correct…; I agree entirely with you…; N is definitely right when saying that … .

Example: - Mike is a master student at the statistics department of Samara University.

- You are quite right. He is a post-graduate student.

1. You work under Dr. Petrov, don't you?
2. You have graduated from the Samara University, haven't you?
3. You take part in the research carried on in your department. Am I right?
4. You have published several research papers in journals, haven't you?
5. You collaborate with your colleagues. Is it true?
6. You have obtained valuable information, haven't you?

11. Disagree to the statements of your friend.

Use the following expressions of polite disagreement: I'm afraid you are wrong (mistaken); As a general rule you are quite right, but in this case I think…; What you say seems to be general opinion, but…; I agree with you to a certain extent, but…; A large part of what you say is true, but…; I disagree with your assessment…

Example: -This research student has already passed all his candidate examinations, hasn't he?

- I'm afraid you are mistaken. He has only passed his exam in philosophy.

1. His friend has finished the experimental part of his dissertation, hasn't he?
2. Your colleagues do not assist you in your research. Am I right?
3. The article doesn't contain any valuable information, does it?
4. He has taken part in many international scientific conferences, hasn't he?
5. My coworker is rather an experimentator than a theoretical, isn't he?
6. He didn't use any new method in his research. Do you agree with me?

12. Agree or disagree to the following statements

Example: - I know (that) University trains post-graduate students.
- Yes, you are right. Besides, our University does research.
- No, I see you are misinformed. Our University does not train postgraduate students. It trains only undergraduates.

1. I found that almost all collaborators of your department combine activities in research with experimental work.
2. I believe you base your experiments on theoretical considerations.
3. A doctoral thesis (dissertation) is a serious effort and it must mark a considerable advance in a given sphere of knowledge.
4. This branch of knowledge has been rapidly developing in the last two decades.
5. Doctoral candidates are not supposed to pass their examination in a foreign language.
6. I always discuss the obtained data with my research adviser.

13.Make up questions to which the following phrases are the answers.

The dialogue is between a research student and his scientific adviser
Scientific adviser: …?
Research student: Yes, I did. I tried hard to find the necessary information in various journals. But I could find nothing.
Scientific adviser: …?
Research student: Yes, of course. I also looked through English

literature. But my knowledge of English still leaves much to be desired …!

Scientific adviser: …?

Research student: Of course I will! I'm going to improve my English by attending the English language courses at the university.

14. Act out the following dialogue

Peter: Hallo, Mike!

Mike: Oh, Peter! Haven't seen you for ages! What are you doing here in Samara? I know you live in Kazan.

Peter: You are quite right. But this year I have become a post-graduate student of the Samara University. Do you remember that I was interested in research work when a student?

Mike: Oh, yes, I do. And, of course, you want to carry on research in biology. Am I right?

Peter: Absolutely right you are. I have a particular interest in this field of knowledge.

Mike:That's fine! I congratulate you on a good beginning. They say: "Well begun is half done". I wish you success in your research.

Peter: Thanks a lot.

UNIT 2. IS IT WORTH DOING SCIENCE?

1. Read the text and time your reading speed. Write a synopsis of the text in five sentences.

Making a decision on a career is not easy. Every university graduate is faced with it. There are many opportunities that arey worth trying, and one of them is doing science.

The idea of taking up a master course or a post-graduate course is certainly very appealing and inviting, and no graduate can help being tempted by it. But not everyone is capable of withstanding all the difficulties involved in doing research. If you intend to become a master or a post-graduate student you are advised to weigh all pros and cons, to look close into the advantages and disadvantages of the scientific career lest you should regret taking the step later.

It is no use asking for other people's advice in this matter. Tastes differ, and one man's meat is sometimes another man's poison. People may have various hobbies: some are fond of dancing and light music, whereas others may be seriously interested in collecting stamps or match-box labels, still others may enjoy pet breeding or painting. By asking your friends for advice you may find yourself in a predicament, not knowing whose advice to follow. Remember the English saying: So many men, so many minds. Also your friend may not be interested in doing science at all, and you will be ill-advised.

Do not depend on your parents advising you either: they would naturally be tempted and flattered by such a prospect; they would insist on your doing science. Who would not like to see his son or daughter become a famous scientist? Most parents prefer their children choosing the career of a scientist rather than any other. Hence avoid consulting other people and try to make up your mind. And think hard.

You should realize there are many aspects of the problem. First of all, you should be absolutely sure that you will make a dedicated researcher, that you will give all your time and efforts to studying.

Then you must ask yourself if you are capable of doing scientific work, if you are interested enough in doing research to be ready to sacrifice all pleasures of life for science. It is the disadvantages of the work that you should consider first. They are numerous. And it is no good deceiving yourself that they do not matter. They do. And very much so.

Try to analyzewhere your interests lie, make sure you will enjoy dedicating your life to science. Having embarked on the field of science, you will know no peace of mind, no leisure, no rest, day after day; your work will

prevent you from visiting friends, from doing out, from playing with your children, from seeing relatives.

Moreover, your wife might (unless she is also a scientist) misunderstand your infatuation for work and take it for something else. She may start being jealous and unhappy, she might wish you would stop staying up at night, coming home late or not at all,wasting (as she would put it) your time, making all those numerous and pointless experiments of yours. In fact she might wish you gave up doing science altogether and took up some other trade or profession.

If you are a true scientist and enjoy working and living like that, if you do not mind sacrificing your life for science, if your work means everything to you, you will not give way, you will not give it up you will carry on doggedly doing your job you will aim at solving the problem concerned, until one day you will succeed in finding the solution you have been searching for all this time.

When that day comes, you will be the happiest man on Earth till you recognize another urgent problem awaiting its solution.

Whatever happens, you will never regret having chosen the career of a scientist. You will keep saying to your folks at home and to your friends: "It was worthwhile making all the effort." But... There is always a but. The day of success may never come and you might be disappointed.

Now is the time for making a decision, for making up your mind, for thinking it over. Once you have started, you must keep going, never resting, never satisfied with yourself, always busy, worried and very often tired.

And still I am saying this: "It is worthwhile trying."

What do you think?

2. Read the following dialogue

J.P. — Hallo, Laura. I'm sorry to be late for the morning session; I've missed the bus and had to get here by taxi.

L.F. — Take it easy. There's nothing to worry what’s done can't be undone. You didn't miss much.

J.P. — What was on the agenda?

L.F . — During the morning, session only two papers were given.

J.P. – Aha! I've missed two. What was the subject?

L.F . — The first paper was "Methods of Science and Scientific Methods." It was followed by the second one "The Layman and His Attitude to Science."

J.P. — Did you find them interesting?

L.F. — Both papers were presented in a rather peculiar way. The first speaker followed the classical principle "Stand up, speak up, shut up". A number of slides were shown and even some jokes were told.

J.P. —What about the second one?

L.F.—As to the second paper, the subject a bit boring, the presentation monotonous, the translation poor.

J.P. — Have you taken any notes?

L.F. — I'm looking through them right now and I can't help feeling frustrated. On the one hand, according to the speaker, there`s an ever growing number of scientists in every branch of knowledge. On the other hand, not every researcher qualifies for an academic degree. I wonder what the reasons might be.

J.P. — Obviously-female researchers are meant here. They got married too soon, and give up science.

L.F. — You're being unfair. Indeed, you're jumping to conclusions. According to the world's statistics women do very well in many fields of scientific and public life, even if they're married.

J.P. — I think, Laura, you've been misled by figures. Actually making a decision on one's career is not easy. Every University graduate is faced with it. If one intends becoming a scientist, before making the final decision he's advised to weigh all the pros and cons, lest he should regret taking the step later.

L.F. — If you hesitate ' 'to be or not to be", you could ask for your friends' advice.

J.P. — Never! Or else you will make a grave mistake. "So many men, so many minds." Also your friends may not be interested in doing research at all, and you will be illadvised.

L.F. — Perhaps you're right. And what about the parents?

J.P. — They would naturally be happy to see their son or daughter doing science. They might even insist on it. Most parents would prefer their children to choose the career of a researcher rather than anything else. So, avoid consulting other people and try to make up your mind.

L.F. — But when you've made up your mind, if you're sure that you capable of doing science, if you're interested in research, stick to the strategy: (1) collect information, (2) put forward a hypothesis, (3) make experiments, (4) confirm your theory with experimental data, and (5) submit your thesis to the Academic Board.

J.P. — Still many people don't enjoy sacrificing their personal life for science. 3 Research will prevent them from visiting friends, going out, playing with their kids, seeing relatives.

L.F. — I think you're exaggerating.

J.P. — Not in the least. Moreover, a scientist's wife might misunderstand his infatuation for work and mistake it for something else. She might wish he would stop coming home late, wasting his time on numerous and endless experiments. In fact she might wish he would give up doing science altogether.

L.F.— Unfortunately it happens. If so, the sooner she leaves him, the better. There're a lot of single female scientists who would be happy to marry a scientist.

J.P. — If they have mutual interests, they would enjoy working together. In that case they would never give up science.

L.F. — Professor, are you married, by the way?

J.P. — I was. I'm divorced. She preferred a dancer to me while I was working on my PH.D. thesis. The subject was "The role of married women in modern society."

L.F. — I'm sorry for you. Perhaps you'll find another subject one day.

3. Role-play activities

Situation1. You are late for a seminar. Apologize for it and give you reason.

Situation2. You skipped the morning session. You would like to know what papers were given. Ask your neighbor for information.

Situation3. Your colleague and you attend different sessions. In the evening exchange your impressions on the papers you head.

Situation4. Women are fed of staying at home doing nothing. Explain to you husband why you also decided to do research and give you reason.

Situation5. Act as a guide for a foreign delegation. Show them around the University and speak of the laboratories there.

4. Complete the table. Weigh all pros and cons of doing science.

pros	cons

UNIT 3. ACADEMIC CORRESPONDENCE

1. **Cover Letter.**
2. **Plagiarism and paraphrasing.**
3. **Summary.**

1. COVER LETTER

Writing a covering letter for a grant proposal

1. Imagine that you have found someone who might be able to fund your research project. What will you write in a covering letter to make a good first impression? Work in pairs to make a list.
2. Complete the sentences with words from the list. One word is used twice.

goals proposal instructions(2) research

Information to be included in a covering letter:

1. A description of your_____.
2. A statement explaining how you will help accomplish the funder's_____.
3. An explanation of the rationale and purpose of your_____.
4. An explanation of why the grant-awarding foundation is a fit with your_____.
5. A 'thank you' for the opportunity to submit the_____.

Structuring a covering letter

3. Read the email and answer the questions.

1. What do we learn about the applicant's organisation?
2. What is funding requested for?
3. How do they plan to achieve their aim?

Dear Mr Peeler,

On behalf of the Department of History, Cultural Studies and Ethnology, I am pleased to present this grant proposal for our project, titled 'Archives of Vologda monasteries and churches of the XV-XVII centuries'.

It aims to complete our research work on compiling a list of documents from church archives in the Vologda region.

We are requesting financial assistance to enable us to organise trips to Saint Petersburg (to the Russian National Library) and Kiev (to the Ukrainian National Library) where we can get access to rare books and manuscripts about the history of our region for the period mentioned above.

We appreciate this opportunity to apply, as we consider this grant an important factor in the development of the whole nation. Please contact me if you have any questions about our work or our proposal.

Sincerely,

Dr Marina Okasova, Assistant Professor

4. Underline phrases in the letter which match these functions.

1) giving contact information
2) introducing the reasons for funding
3) thanking the funder
4) introducing your organisation
5) describing the purpose of your project

5. Match the pairs of expressions A-E to functions 1-5 from Activity 4.

A_____

In our department, we deal with ...
Among our main activities are ....

B_____

The long-term/short-term plan is/was designed to ...
The purpose/goal of the proposed project is to ...

C_____

Our organisation receives funding from state, city and federal sources. We need assistance/support in...
Your assistance will enable us to...

D_____

Thank you for the guidance and help in the development of our project.
We are grateful for the opportunity to apply for the grant.

E_____
Should you have any questions or require further/additional information, please contact...
For answers to any questions about our project/application, please feel free to...

6. Complete the sentences with words from the Unit.

1. If you are asking money for a short period of time, you want to receive_____financing.
2. If you need financial help, you require the funder's financial_____.
3. The funder will contact you if they require_____information (i.e. more information on the project).
4. When you are_____to someone, you thank them for what they have done.

8. Write a covering letter for the proposal and check if all the elements are included in your covering letter.

2. PARAPHRASING AND PLAGIARISM

Paraphrasing is an obvious approach to writing a summary.

Paraphrase Definition

A restatement (in your own words) of the ideas in the original.

The most common strategy used to accomplish paraphrasing involves replacing words in the source with synonyms and perhaps changing the grammar, e.g.:

Simple synonym substitution is often not considered to be original work. Far more needs to be changed from the original source. A better, but more difficult strategy for summary writing would be to carefully consider the elements you find important, put the original away, and write down what you have understood. This may allow you to condense the ideas in the source even further.

PlagiarismDefinition

⊡ A deliberate activity — as the conscious copying from the work of others.
⊡ Taking words and ideas from a source without giving credit to the author
⊡ A kind of theft which is considered to be an academic crime

Reasons to avoid plagiarism:

⊡ to show you are familiar with the works of the main experts in the field;
⊡ to present your own understanding of achievements of other researchers;
⊡ to demonstrate you know the rules of the academic community;
⊡ to exhibit your skills in following these rules appropriately;
⊡ to spare yourself being revealed plagiarizing and eventually fail your publication …

Ways to acknowledge sources

1. Quotation and citation
According to Smith: 'The point is not that the state is in retreat but that it is developing new forms of power . . . (Smith, 2009: 103).

2. Paraphrase and citation
State power is now considered to be diversifying rather than diminishing (Smith, 2009: 103).

3. Summary and citation
Smith (2009) claims that the modern state wields power in new ways.

Paraphrasing techniques:

1. Change the word from one part of speech to another

Original: Medical professor John Swanson says that global changes are influencing the spread of disease.

Paraphrase: According to John Swanson, a professor of medicine, changes across the globe are causing diseases to spread (James, 2004).

2. Use synonyms

Original: The U.S. government declared that the AIDS crisis poses a national security threat.

Paraphrase: The government of the United States announced that AIDS could harm the nation's security. (Snell, 2005).

3. Change word order

Original: Angier (2001) reported that malaria kills more than one million people annually, the overwhelming majority of them children in sub-Saharan Africa.

Paraphrase: Every year, more than a million people are killed by malaria, and most of the victims are children who live in sub-Saharan Africa (Angier, 2001).

4. Change the sentence structure and connecting words

Original: Although only about one-tenth of the world's population lives there, sub-Saharan Africa remains the hardest hit region, accounting for 72 percent of the people infected with HIV during 2000.

Paraphrase: Approximately 10 percent of the world's population resides in sub-Saharan Africa. However, this area of the world has the highest percentage of AIDS-related illnesses. In fact, in 2000, almost three-fourths of the population had the HIV virus (Bunting, 2004).

5. Change numbers and percentages to different forms

Original: Minority groups in the United States have been hit hardest by the epidemic. African Americans, who make up 13 percent of the U.S. population, accounted for 46 percent of the AIDS cases diagnosed in 1998.

Paraphrase: The AIDS epidemic has mostly affected minorities in the United States. For example, in 1998, less than 15 percent of the total population was African, but almost half of the people diagnosed with AIDS in the United States that year were African America (Jenson, 2000).

6. Use different definition structures

Original: Lyme disease is an inflammatory disease caused by a bacterium transmitted by ticks (small bloodsucking arachnids that attach themselves to larger animals).

Paraphrase: Lyme disease - a disease that causes swelling and redness - is caused by a bacterium carried by a small arachnid known as a tick. (Wald, 2005).

7. Use different attribution signals

Original: "That's because there are so many different ways the diseases could have arrived," veterinarian Mark Walters declared in his recent book, Six Modern Plagues.

Paraphrase: According to Mark Walters, a veterinarian who wrote Six Modern Plagues, the disease could have arrived in numerous ways (Peterson, 2004).

Activity

1. Paraphrase by changing nouns into verbs

Replace a verb and make any other necessary changes.

The presence of mixtures of saccharide materials make the identification of a plant gum in a paint sample a difficult task = The presence of mixtures of saccharide materials make it difficult to identify a plant gum in a paint sample.

1. The use of a microscope is essential for a full comprehension of the technique.
2. In certain environments this could lead to an enhancement in the lipid reservation.
3. The anaerobic bacteria can cause a strong degradation of the wood.
4. The amount formed is strictly dependent on the degree of oxidation, thus the values observed present a high variability and are influenced by many factors.
5. Samples were directly monitored for the observation of the morphological characteristics.
6. The assessment of this index was carried out by means of the correlation function.

7. The heating of the probe can be carried out in two different ways:
8. The main drawbacks are the increase in volume and weight of the residue which causes the loss of the advantage of the incineration process , and the production of a material that might still be very hazardous for the environment.
9. This solution implies the reaching of a consensus among these processes.
10. The authors wish to thank the Department of Political Sciences for the setting up and coordination of the project.

2. Find synonyms: verbs
Write at least one synonym for each of the words / phrases in bold.

1. We ***began*** this project three years ago.
2. This ***underlines*** just how important this system is.
3. This ***confirms*** previous findings in the literature …
4. Further tests carried out with this system ***confirmed*** our initial findings.
5. As ***expected,*** our experiments prove that.
6. The cost of this system ***could account for the fact that*** it is rarely used.
7. This research has ***raised*** the need for further investigation .
8. As was ***mentioned*** in the Methods, …
9. Table 2 ***proves*** that this system is ...
10. Figure 1 ***presents*** the data on the new system.

3. Find synonyms: nouns
Write at least one synonym for each of the words in bold.

1. This has many ***uses*** in the field of ...
2. A major ***defect*** of this procedure is ...
3. In this ***report*** we ...
4. A recent review of the literature on this ***topic*** [2012] found that ...
5. Southern's group [5] calls into question some past ***assumptions*** about this procedure.
6. The method is essentially the same as that used by Kirk [2009] with some ***changes*** .
7. This component is fully compliant with international ***norms***.
8. The software ***application*** used to analyze the data was SoftGather (Softsift plc, London).

9. The main ***criteria*** for selecting the samples was not mentioned at all.
10. In all cases ***patients'*** consent was obtained.

4. Find synonyms: adjectives
Write at least one synonym for each of the words / phrases in bold.

1. It is ***straightforward*** to verify that…
2. Malaria is the ***main*** cause of ...
3. Greening the Internet has become a ***central*** issue in …
4. Many hypotheses regarding this system appear to be ***ill-defined***.
5. In their ***seminal*** paper of 2001, Peters and Jones ...
6. Kamos's assumptions seem to be ***realistic***.
7. Their approach is not ***well suited to*** …
8. The ***traditional*** approach to sample collection is to ...
9. Our results were ***disappointing*** **.** However, …
10. One ***possible*** application of our technique would be …

5. Find synonyms: adverbs and prepositions
Write at least one synonym for each of the words / phrases in bold.

1. ***Since*** the focus of the study was on a new system, we decided to …
2. There has been some disagreement ***concerning*** whether x is equal to y or not.
3. Several authors have attempted to de fi ne emotional intelligence, but ***as yet*** there is still no accepted definition.
4. The fonts **, i.e.** the form of the characters, are of various types **.**
5. ***Little*** is known about **…**
6. Many experts contend, ***however*** , that this evidence is not conclusive.
7. Statistical significance was analyzed ***by using*** SoftGather.
8. The aim of this system is to increase performance. ***Consequently*** we.
9. We chose this particular apparatus ***because*** it is inexpensive.
10. The samples were prepared ***as described by*** Jude**.**

6. Paraphrase by changing word order
Rewrite these sentences by putting the part in bold at the beginning of the sentence. Make any changes that you feel are necessary.

1. There are several categories of race and ethnicity. **These include Hispanic, American Indian and Filipino.**

2. There are three categories of **rendering techniques** . These are A, B, and C.
3. Someone who spends their day thinking about existential problems is called **a philosopher.**
4. Someone who spends their day thinking about **existential problems** is called a philosopher.
5. The usual length of **the rod** is two meters.
6. The usual length of the rod is **two meters.**
7. The disease may be caused by **water pollution, contaminants in food etc.**
8. The categorisation combines **the ideas from previous taxonomies.**
9. It is still not fully understood **how the brain works** .
10. A courier delivered **the package** .

7. Replace *we* with the passive form

Imagine you have written the Materials and Methods below. You then discover that your chosen journal does not allow the use of personal pronouns. Where possible and appropriate, rewrite the parts in bold by removing all instances of we *and* our.

(1) **In the first part of our study, we analysed**the length of 50 European Union documents written in English and Spanish, to con firm whether documents which purport to be exact translations of the same subject, vary substantially in length. The difference was not significant: Spanish documents were typically in the region of 5% longer.

Not convinced by this result, (2) **we then decided** to do a more detailed study. One thousand scientific articles written in English and the same number written in Spanish were scanned using a conventional high resolution scanner. A 'Word Parser' was then used to analyse the articles in terms of: word length, sentence length, frequency of use of nouns rather than verbs, the use of impersonal phrases and passive form, and the frequency of particular punctuation marks.

The two languages were compared on the basis of the number of occurrences of these elements. For example, (3) **we assumed that** there would be a direct correlation between the length of words and sentences and the reader's understanding of such sentences, i.e. the shorter the sentence (the quicker and deeper the understanding). In addition, (4) **in a previous paper [2012] we had hypothesized** that the use of verbs rather than nouns, and personal rather than impersonal constructions, leads to more fluent, concise

and comprehensible sentences. This information was then used to establish the difficulty in understanding the authors' (i.e. the authors of the papers being analysed individual concepts and overall meaning.

(5) **To test our hypothesis**, (6) **we gave a selection of the sample articles** to a panel of 10 professional referees and proof-readers (all native English speakers). The sample articles were all written in English, but either by native speakers or Spaniards. To check whether non native speakers might actually find the more complex language easier to understand (as it might reflect the conventions and style of their own native tongue), (7) **we assembled a panel of 10 non-native referees**.

(8) **We also asked both panels** to note down the time (T) it took them to read a particular paragraph. They then rated their understanding (U) in a range of zero to three (0 = nil understanding, 10 = total understanding), and also the amount of energy (stress S) they believed to have consumed in coming to such an understanding.

(10) **We believe that our verbosity index can be used** to test the level of comprehensibility of any government document from any country.

?

What is Plagiarism?
What are the negative effects of plagiarism?
What are the ways to avoid plagiarism?

3. SUMMARY

Summary– a short account of something that gives only the most important information and not all the details.

A good summary:

- is brief
- describes the main topic or theme of the selection
- includes only the important information
- omits minor or irrelevant details
- organizes the information in a clear way and
- restates the meaning in the reader's own words

A good summary has <u>three principal requirements</u>:

1. It should offer a *balanced* coverage of the original. (There is a tendency to devote more coverage to the earlier parts of the source text).

2. It should present the source material in a *neutral* fashion. (No evaluations of any kind are allowed.)

3. It should *condense* the source material and be presented in the summary writer's *own* words. (Summaries that consist of directly copied portions of the original are considered to be poor.)

Work on a summary

1. Read the article to be summarized and be sure you understand it.
2. State the problem. The key problem is the main part of your summary. It is usually in the beginning, in the conclusions. The title also can be very useful.
3. Outline the article. Note the major points.
4. Write out the key words or combination of words related to your plan.
5. Write a first draft of the summary without looking at the article.
6. Always use paraphrase when writing a summary. If you do copy a phrase from the original be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case put "quotation marks" around the phrase.
7. Don't forget to use linking words or connectors and the words of narration.
8. Target your first draft for approximately 1/4 the length of the original.

1. Read the article and state the problem.

Rebecca Moore, Barbara Baker and Arnold Packer
College Success, 2012
Sourcework: Academic Writing from Sources, 2012, pp. 20-22. Dollahite&Haun

Any discussion of time management would not be complete without an examination of the most well-intentioned person's worst enemy—procrastination. The dictionary *(Webster's New Collegiate*) defines procrastination as the "act of putting off intentionally and habitually the doing of something that should be done." Interestingly, most procrastinators

do not feel that they are acting intentionally. On the contrary, they feel that they fully *intend* to do whatever it is, but they simply cannot, will not, or—bottom line—they *do not* do it. Procrastinators usually have good reasons for their procrastination (some would call them excuses): "didn't have time," "didn't feel well," "couldn't figure out what to do," "couldn't find what I needed," "the weather was too bad"—the list is never-ending.

Even procrastinators themselves know that the surface reasons for their procrastination are, for the most part, not valid. When procrastination becomes extreme, it is a self-destructive course, and, yet, people feel that they are powerless to stop it. This perception can become reality if the underlying cause is not uncovered. Experts have identified some of the serious underlying causes of procrastination. Think about them the next time you find yourself struck by this problem.

Often procrastination stems from a real or imagined fear or worry that is focused not so much on the thing you are avoiding but its potential consequences. For instance, your procrastination over preparing for an oral presentation could be based on your fear that no matter how well prepared you are, you will be overcome by nerves and forget whatever you are prepared to say. Every time you think about working on the speech, you become so worried about doing "a bad job" that you have to put the whole thing out of your mind to calm down. You decide that you will feel calmer about it tomorrow and will be in a much better frame to tackle it. Tomorrow the scenario gets repeated. The best way to relieve your anxiety would be to dig in and prepare well so that you can't possibly do poorly.

Being a perfectionist is one of the main traits that spawns fear and anxiety. Whose expectations are we afraid of not meeting? Often it is our own harsh judgment of ourselves that creates the problem. We set standards that are too high and then judge ourselves too critically. When you picture yourself speaking before a group, are you thinking about how nervous the other students will be as well, or are you comparing your speaking abilities to the anchorperson on the six o'clock news? A more calming thought is to recall how athletes measure improvements in their performances by tracking and trying to improve on their own "personal best." Champions have to work on beating themselves in order to become capable of competing against their opponents. Concentrating on improving your own past performance, and thinking of specific ways to do so, relieves performance anxiety.

On the surface this would seem to be the reason for all procrastination, and the obvious answer is for the procrastinator to find a way to "get motivated." There are situations where lack of motivation is an indicator that you have taken a wrong turn. When you seriously do not want to do the things you need to do, you may need to reevaluate your situation. Did you decide to get a degree in Information Systems because everyone says that's where the high paying jobs are going to be, when you really want to be a social worker or a travel agent? If so, when you find yourself shooting hoops or watching television when you should be putting in time at the computer lab, it may be time to re-examine your decision. Setting out to accomplish something difficult when your heart isn't in it is often the root cause of self-destructive behavior.

Often procrastination is due to an inability to concentrate or a feeling of being overwhelmed and indecisive. While everyone experiences these feelings during a particularly stressful day or week, a continuation of these feelings could indicate that you are in a state of burnout. Burnout is a serious problem that occurs when you have overextended yourself for too long a period of time. It is especially likely to occur if you are pushing yourself both physically and mentally. By failing to pace yourself, you will "hit the wall," like a long distance runner who runs too fast at the beginning of the race. Overworking yourself for too long without mental and physical relaxation is a sure way to run out of steam. Learning to balance your time and set realistic expectations for yourself will prevent burnout.

Sometimes you put off doing something because you literally don't know how to do it. This may be hard to admit to yourself, so you may make other excuses. When you can't get started on something, consider the possibility that you need help. For example, if you get approval from your favorite instructor for a term paper topic that requires collecting data and creating graphics, you can be stymied if you don't have the necessary skills and tools to do the work and do it well. Does the collection and analysis of the data require the use of a software program that you don't have and cannot afford to buy? Sometimes it is difficult to ask for help and sometimes it is even hard to recognize that you need help. When you feel stymied, ask yourself, "Do I need help?" Do you need information but haven't a clue as to where to go to get it? Have you committed to doing something that is really beyond your level of skills? Being able to own up to personal limitations and seek out support and resources where needed is a skill used every day by highly successful people.

time management: The ability to complete many tasks within a certain period of time.

well-intentioned: A person who tries to do their best. A person who tried to do good things.

self-destructive: Anything that causes self harm in a mental or physical state. For example, behavior or negative thought patterns.

they are/I am powerless to: cannot control

stems from: comes from

frame: frame of mind/state of mind

tackle it and dig in: do it

perfectionist: A person who has to do everything perfectly.

Spawns: Creates

you have taken a wrong turn: You are doing something that is not in your best interest. You are doing something that is not good for you.

when your heart isn't in it: You are not interested in doing something.

Burnout: When you have overworked and feel exhausted.

put off doing something: Avoid doing something

stymied: prevented or inhibited

2. Read the summary. Say what the underline words mean.

In their article 'Coping with Procrastination' (College Success, 1997) Moore, Baker and Packer state that people procrastinate for several different reasons. They then provide suggestions to keep people from procrastinating. The first reason people procrastinate comes from the fear of not doing well at something. The authors suggest that one immediately begins to prepare regardless of how they feel about the task. This will enable them to avoid stress in the long run. Secondly, they argue that perfectionism leads to high anxiety and avoidance behaviors. People can overcome these feelings by measuring and tracking their own personal progress rather than comparing themselves to others. Moore, Baker and Packer state that the loss of desire to complete a task due to feeling forced to do something one does not want to do can be managed by continually assessing one's goals. Managing burnout by scheduling relaxation is the forth problem and solution. Finally, they argue that students might agree to do something that they do not have the skills to do. In this case, the authors suggest that the students should ask for help.

3. Read the title of the paper to know what it deals with.

4. Read the paper carefully to know its content in more detail and complete the tasks that follow.

Karle and Haus Receive National Medal of Science

(1) Eight scientists received the 1995 U.S. National Medal of Science, including Isabella Karle from the Naval Research Laboratory (NRL) and Hermann Haus from the Massachusetts Institute of Technology (MIT). The medal is awarded annually by the President of the United States in special recognition of outstanding contributions in science and engineering, many of which have directly enhanced longterm economic growth and improved standards of living.

(2) Karle's pioneering X-ray analysis of complex crystal and molecular structures has profoundly affected the disciplines of organic and biological chemistry. Her work has elucidated the crystal structures of numerous complex organic substances, natural products, photo rearrangement products, biologically active molecules, ionophores, peptides containing many residues and supramolecular assemblies, which have significance in synthetic chemistry, medical drug design, materials design, reaction mechanisms, ion channel formation, molecular modeling programs, and energy calculations.

(3) Karle's method systematized analyses that were formerly tedious and frustrating. From a small number of simple structure analyses published in the 1960s, her procedure has led to the analysis and publication of many thousands of structures of complicated molecules annually. All the present computerized programs for X-ray structure analyses are based on Karle's fundamental work, known as the Symbolic Addition Procedure. Karle has also identified and determined the structures of a number of complex substances of chemical and biomedical significance.

(4) Her procedures have been adopted worldwide and have contributed to the output of crystal structure analyses. More than 10,000 analyses are now published annually, compared to about 150 annually in the early 1960s.

(5) Haus's research and teaching in quantum optics have enabled scientists to make significant advances in eye surgery and instrumentation, as well as fiber optics communications. His work ranges from fundamental investigations of quantum uncertainty as manifested in optical communications to the practical generation of ultra short optical pulses (10,000 times shorter than a nanosecond).

Fiber optical undersea cables providing rapid voice and data communications among the United States, Europe, and Asia are beneficiaries of the pioneering investigations of Haus and fellow researchers at AT&T Bell Laboratories and Nippon Telegraph and Telephone Research Laboratories, which developed the "solution" method of transmission. Their work opens new possibilities for transmitting voice and data signals across an ocean without repeaters, thus simplifying the method and enabling higher rates of signal transmission.

5. Name the paragraphs describing the contribution to science made by Isabella Karle.

6. Name the paragraphs describing the contribution to science and engineering made by Herman Haus.

7. Thoroughly read paragraph 1 and define its main point.

8. Thoroughly read paragraphs 2, 3, 4 and condense their content.

9. Thoroughly read paragraphs 5, 6 and condense their content.

10. Summarize paragraph 1 in no more than two sentences. Begin with:
The paper reports on ...

11. Compress paragraphs 2,3 and 4 into a statement using the phrases:
A careful account is given to ...
It is reported that...
7he paper claims that...

12. Compress paragraphs 5 and 6 into a statement using the phrases:
Much attention is given to ...
It is claimed that...
The paper points out that...

13. Summarize the content of the paper.

14. Write a summary for an article.

15. Read your partners summary critically. Give feedback to your partner.

CHECKLIST

1. The first sentence in your summary includes the name of the author of the original, its title, date of publishing and the main idea.

2. Your summary is of the length required by the teacher; it is considerably shorter than the original text.

3. Your summary doesn't include all the minor details of the text.

4. The summary covers all the parts of the original5. You don't include your own comments or evaluation.

6. You don't copy portions of the original. Instead, you paraphrase the material (except specialized vocabulary or technical terms).

7. When necessary, you use quotations.

8. Your summary includes enough support and detail.

9. You maintain the flow of your summary by using transitions.

UNIT 4. ACADEMIC PUBLICATIONS

1. WRITING AN ABSTRACT

1. How often do you write articles? What else do you have to write when you submit an article?

Structure of an abstract

1. Background;
2. Aims;
3. Approach;
4. Results;
5. Conclusion.

2. Match the parts of an abstract to the questions they answer.

a. What was the purpose of the research?
b. What were the main findings?
c. What did the research lead to?
d. What was the context of the work?
e. What were the methods used in the research?

3. Match sentences a-e to abstract parts 1-5 in Activity 1, 2.

a. The findings of the research illustrate how / show the impact of...; We can predict/ foresee that...
b. We conducted the studies of / experiments on...; We employed the following methods ...; The research explored ...; We tested this hypothesis using..
c. This article is motivated by…, is a fundamental question in ...; Previous research indicates / has shown that / has focused on ...
d. This article has the following goals/objectives ...; The article examines/studies ...; The main purpose of the article is to ...
e. The findings support the prediction/model...; Theoretical contributions and practical implications are discussed/presented...

4. Read this article abstract and say if the authors agree that having more computers at school leads to changes in teaching.

Most policy makers, corporate executives, practitioners, and parents assume that wiring schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning. This article examines these assumptions in two high schools located in the heart of technological progress, Northern California's Silicon Valley. Our qualitative methodology included, firstly, interviews with teachers, students, and administrators, secondly, classroom observations, review of school documents, and, finally, surveys of both teachers and students in the two high schools. We found that although teachers used computers for classroom work, access to equipment and software seldom led to widespread teacher and student use and most teachers were occasional users or non-users. As a result, more often their use sustained rather than altered existing patterns of teaching practice. We offer two interrelated explanations for these challenges to the dominant assumptions that guide present technological policy making. In general, traditions in high schools will influence the slow revolution in teaching practices.

5. Divide the abstract into the five parts. Write the names of the parts.

6. Work in pairs. Decide what functions the underlined words in the abstract have. (See Appendix: Linking words).

7. Put the letters in order to make a word with the same function as the linking words in the right-hand column.

(utsh)	in this way, hence, so
(eeeortfrh)	as a result, for that reason,
(iiwsklee)	also, similarly, additionally
(ehewrov)	but, still, nevertheless, nonetheless,
(frthomueerr)	in addition, moreover, besides
(iiiytnall)	at first, at the beginning
(llrvaoe)	on the whole, generally

8. Put these steps for writing an abstract in order.

a. Read through the paper and choose sentences with key ideas,
b. Give the abstract to a colleague and ask him/her whether it makes sense
c. Check that your abstract conveys only the essential information,
d. Read your rough di'aft and delete extra words and phrases (examples, jargon, opinions and detailed descriptions).
e. Organise the information you have gathered into an initial rough draft.
f. Check to see if it meets the guidelines of the targeted journal.
g. Read the abstract as if you were another researcher deciding whether to read your paper.
h. Write the final version of the abstract.

9. Write an abstract an article you have written.

10. Work in pairs. Read your partner's abstract. Think about the questions below. Then give feedback.

1. Why did he/she do this study or project?
2. What did he/she do and how?
3. What did he/she find?
4. What do his/her findings mean?
5. If he/she suggested a new method, how well did it work?
6. Did he/she use formal vocabulary?
7. Did he/she use linking words to connect ideas?

11. Rewrite your abstract, using your partner's suggestions.

2. CRITICAL REVIEW

What is a critical review?

A critical review is a review of an article that combines a summary and a critical comment.

Why are you asked to write a critical review?

Students are required to write critical reviews in some of your courses to enable you to demonstrate that you can:

a) read to understand the main points in an article;
b) analyse the findings or argument of the article;
c) decide the appropriate criteria by which to evaluate the article;
d) provide a critical evaluation of the article based on the criteria selected.

The ability to read critically is not only important in academic study, it is also important in business because critical abilities enable practitioners to keep up to date and adjust to change; to assess and comment on problems and proposed solutions published in professional literature; and to evaluate and comment on solutions proposed in the workplace.

What steps should you take in summarising an article?

1. Take a quick overview of the article by reading
   - the title
   - the abstract
   - the introduction
   - the subheadings
   - the conclusion

2. Read the article without taking notes in order to gain an overall idea of its aim and main idea.

3. Read the article again analytically and make notes of main ideas and main topic.

- Highlight important ideas.
- Make brief notes in the margin or on paper.

4. Check your notes to ensure that they include:

- the main aim of the article, e.g. to analyse, explain, evaluate, argue, citicise, discuss opposing views
- the methodological approach, e.g. empirical research, financial analysis, textual analysis
- the main findings/conclusions

5. Use your notes to write a summary.

6. In your summary ensure that you have paraphrased not plagiarised the authors' words and used quotations sparingly.

What is involved in commenting critically on an article?

Commenting critically on an article involves analysis and evaluation. Analysis of the article involves dissecting the information presented in order to identify the purpose, the main points, the methodology and the findings or conclusions of the article (This is done in the initial summarising step).
In addition, analysis for critical comment involves identifying:
1) unstated assumptions;
2) steps in the argument that are not logical;
3) any additional purposes of the article that are not explicitly stated.
Evaluation of the article involves making judgments about the value (both positive and negative) of the article against specific criteria.

What criteria can be used for evaluating an article?

The following criteria are useful; however, not all of them will be relevant for evaluating all articles:

- the timeliness of the article
- the degree to which the article makes an original contribution
- the logic of the view put forward
- the validity of the evidence put forward
- the theoretical framework used

Is the framework valid?
Has the framework been applied appropriately?
Is the methodology appropriate?
Is the methodological approach explained clearly?
Does the methodological approach have any weaknesses?
Is the study sufficiently comprehensive and thorough?
Is anything important omitted in the research?
Are the findings presented and described clearly and fully?
Do the findings seem sound?
Could the data be interpreted in another way?

Do/does the author(s) account for everything in the data or do they ignore something that might be important?

- the validity of the conclusions
- the thoroughness with which the article treats the topic
- its value compared to that of other articles on the topic
- the appropriateness of the article for the intended audience
- the extent to which it might satisfy the specific needs of a specific user.

What is the structure of a critical review?

Like most other writing you do at university a critical review has an introduction, a body and a conclusion.

Introduction

In the introduction you should:

- provide a context for the article (background information or shared knowledge)
- give the title of the article and name of author (full name is possible here with
- subsequent references to the family name only)
- identify the writer by profession or importance if appropriate
- include some indication as to why the subject is important and thus worth writing
- about identify the purpose of the article
- give an indication of your overall impression of the article in general terms.

Body

In the body you should:

- summarise and analyse the contents of the article
- make clear by frequent reference to the author(s) of the article that you are presenting the author(s) views, not yours
- evaluate the article.

The following is a suggested structure:

- an analytical summary of main findings/arguments/conclusions of article
- strengths/usefulness of article
- weaknesses/limitations/problems of the article especially for your purposes

(Or you might put these together so that each paragraph includes all four.)
Conclusion
In the conclusion you should:

- summarise the previous discussion
- make a final judgement on the value of the article
- comment on the future of the issue/topic or implications of the view expressed.

What makes a good critical review?

A good critical review:

- gives correct information about the author, date and article in the introduction
- summarises the purpose and main idea of the article in the introduction
- shows evidence of analytical thinking in the summary section
- evaluates the article against a number of criteria
- provides a final evaluation indicating the balance that is seen to exist betweenthe strengths and weaknesses of the article
- makes sufficient reference to the author of the article
- makes appropriate use of reporting verbs
- makes appropriate use of summarising vocabulary - words that sum up the ideas in previous sentences and paragraphs
- makes appropriate use of evaluation vocabulary
- provides clear transitions between paragraphs that are helpful in guiding the reader through the review
- provides full bibliographical details of the article at the end of the review.

Before working on a review (critique), it would be useful to focus on Academic Writing Formats and Citations.

Activity

1. Find an article from a professional journal in your field and write responses to the questions below.

Title of article:
Author(s):
Title of journal, date:
Page numbers:

1. What kind of article is it (e.g. research report, review of the literature, analysis, argumentation, etc.)?

.....

2. Does the article have an abstract at the beginning? If yes, approximately how many words?

.....

3. What headings and subheadings are used in the article?

.....

4. How are footnotes indicated within the text (e.g. by author, date, page as in Smith 2009:20)?

.....

5. Give an example form of a citation from within the text.

.....

6. Is there a list of sources at the end of the paper? What is this section of the paper called?

.....

7. Give an example of the form used in the bibliography of the paper.

.....

2. Now write a review of a paper from your field of study or of an article on a related subject. Present a critique of it in English.

3. Make a review presentation in class and be ready to discuss it with your peers.

3. PEER ASSESSMENT

Checklist

General criteria for a critical commentary:

1. *The importance of the subject matter*. Is the subject under discussion one which is central, or is it one which is peripheral?

2. *The timeliness of the article*. Is the subject of current interest, or is it an issue which has already been thoroughly discussed?

3. *The length of the article*. Does the writer adequately cover the subject within the limits of the article? Should the ideas be developed more completely? Is it too long or short? Istoomuchinformationincluded?

4. *The objectivity of the writer*. If the writer intends to present the results of research (objective data), does he/she do so? Are personal opinions added? If so, are they clearly identified as such?

5. *The interpretation of data*. Does the writer's interpretation of data seem to be valid, or does it seem that data are manipulated to support preconceived opinions? Aretheconclusionslogical, basedontheevidencepresented?

6. *The thoroughness of treatment of the subject matter*. Has the writer presented all the pertinent data about the subject, or has important information been overlooked or deliberately omitted?

7. *The practicality of the suggestions*. Do the writer's conclusions seem realistic, or do they seem too theoretical to have any 'real-life' application?

8. *Other experts' opinions*. Do the ideas proposed contradict other information you may have read on the subject, or are they supported by most leading scholars in the field?

9. *Personal interest in the subject*. Is the subject of the article of particular interest to you, or do you find it completely uninteresting or not applicable to your purposes in reading the article? Give specific reasons why it is or is not.

UNIT 5. PRESENTATION SKILLS

SUCCESSFUL PRESENTATION

1. Before doing your oral presentation read the following recommendations:

Thinking about your presentation

1. State your purpose, be specific.
2. Identity the central idea of your presentation.
3. List the main points of your presentation.
4. Think of supporting material for each main point.
5. Decide what kinds of visual aids you will use.

Preparing for your presentation

1. Write an outl ine of your presentation. You might want to add transition words between the sections.
2. Write the introduction.
3. Write the conclusion.
4. Print the introduction, outline, and conclusion in big print.
5. Prepare your visuals.

Practicing your presentation

1. Stand up and give your presentation. Pretend that you have an audience and look at it.
2. Do it again and time yourself. Make any adjustments necessary for time.
3. Ask a friend to listen and critique it.
4. Practise it several more times until you are comfortable and not reading it.

Giving the presentation

1. Have everything ready. Don't spend time collecting possessions and getting it in order when it's time for you to speak.
2. Walk to the front of the room confidently, put your notes on the lectern, and start.
3. Don't apologize for anything.
4. Make eye contact with your audience. Don't just look at your notes or at the wall.

5. Do not read! It's really boring.
6. Be enthusiastic about your topic.
7. When you finish, collect your possessions quickly and sit down.

2. Answer the questions:

1. What is the topic of the paper you are going to present?
2. Why are you interested in this particular topic?
3. Do you always prepare for presentations?
4. What recommendations for making oral presentations do you find most helpful?
5. Which ones do you always follow?

3. Read and practice some useful paper speech patterns:

Introductory Paper Speech Patterns

Mr. Chairman, ladies and gentlemen, I am greatly honoured to be invited to this conference.

In this paper I would like to talk about the concept of... .
The object of this paper is to show ....
To begin with, let us imagine that ....
As many of you know ....
First of all I would like to ... .
I am sure I don't have to remind you that....
I am very pleased to have this opportunity to ... .
In my paper I want to highlight....
In the introduction to my paper I would like to ... .
I want to begin my presentation with ....
Let me begin with ....

Speech Patterns for the Body of the Paper

According to this theory ....
After this, I need/ it remains only to say that....
It should be emphasized that....
It should be pointed out that ....
Let me give you my explanation of... .
Let me now turn to ....

Let us consider what happens if… .
Let us have a closer look at....
Let us imagine that... .
Let us suppose that... .
Now I come to ....
On the contrary....
On the one hand ..., on the other hand Primarily ....

Closing Paper Speech Patterns

Since I am running out of time ....
As my time is running out... .
Before I close I would like to emphasize the importance of... .
Finally, I want to say a few words about....
I leave it to you to judge ....
In closing, I want to mention very briefly ....
In conclusion, let me say....
In conclusion, may I repeat....
Summing up, I would like to ....
The last part of my talk will be devoted to ....
To all this must be added that....

Q&A SESSION

?

1. Have you ever taken part in a Q&A session?
2. Were you the presenter or were you in the audience?
3. Was it a success? Why? / Why not?

I. Ask a presenter different types of questions

1. Match the types of questions and comments (1-4) with their descriptions (a-d).

1) wandering statement;
2) clarifying question;
3) probing question;
4) irrelevant question.

a) a question to find out more detail by asking the presenter to go deeper and explain;
some background behind the theory;

b) a question which is not connected with the topic of the talk;
c) a question to check a concept, to make some point from the presentation clear or easier to understand;
d) a speech on the topic from one of the participants.

2. Match the sentences in the box (1-3) with the elements of a good question (a-c).

1. Thank you for this very interesting presentation and sharing your experience.
2. You stated that the BYOD approach enhances learning results.
3. What evidence is there to support that?

a) the question
b) acknowledgement (a kind remark that shows respect to the speaker to whom you are directing your question)
c) context (clarification for the speaker and the audience members what your question is regarding)

Asking a good question

Acknowledgement:

- Thank you for this (very interesting) presentation and sharing your experience.
- I appreciate …
- That was a very interesting presentation.
- Your presentation has started me thinking.
- I would like to thank you for ...

Context:

- You stated that …
- I fully agree with you that …
- You were talking earlier about …
- You mentioned that …

Question:

- What evidence is there to support that?
- I wonder (how) …
- Can you give me an example of …?

- Could you specify...?
- Do you believe that …?

3. Put the words in the correct order to make questions.

1. is / attitude to / What / blended learning? / your
2. if / wanted / research. / you / 1 / enough funding for / get / this kind of / to ask
3. your partners / institutions / Which / in / project? / were / this
4. see / your initiative? / the future / do / of / you / How
5. 'flipped classroom'. / mean by / I'd like to / the term / what / to explain / you / ask you
6. to / this approach / subject area? / apply / you / any / Can
7. wonder if / conducted / provide / you / you / how / could / 1 / your needs analysis. / more details about

4. Compare these two questions. How does the structure of the questions differ? Which is more polite?

• What evidence is there to support that?
• Could you tell me what evidence there is to support that?

Indirect questions

I wonder / I was wondering ...
Could you tell me ...
Do you think...
I wanted to ask / I'd like to ask... *if* + question word + subject + verb
I'd like to know...
Can you say...

5. Make these questions less direct. The first one has been done for you.

1. What tools did you use to collect statistical data?
1 wanted to ask about the tools that you used to collect statistical data. Can you say what tools you used to collect statistical data?
2. What is your attitude to the globalisation of education?
3.Where can we find your course online?

4. What challenges do educators face in your country?
5. Have you read about some similar research by Dr Jun Lui?
6. Can this approach be used in mixed-ability groups?
7. Have you got any experience in teaching a multinational group?

II. Respond to questions

TIPS

1. Don't underestimate the importance of the Q&A session
Questions from the audience may inspire you to give interesting insights into your research that may not have come up during the main part of the presentation, and may stimulate ideas for future research.

2. Prepare in advance for all possible questions
Practice your presentation in front of colleagues, friends, and relatives, and get them to write down three questions that they would like you to answer. Choose the ones that you think are the most relevant, then prepare answers to them.
If you have thought of all the questions your audience are likely to ask, it will enable you to

- seem professional in your immediate ability to answer a question
- stand a better chance of understanding (in terms of the words the questioner uses) such questions when they are asked
- prepare in advance extra slides to answer such questions
- prepare yourself mentally for difficult questions from difficult people, and during the session remain calm and polite.

3. Learn what to say before you introduce the Q&A session
Some things you might want to say before the question and answer session are

- tell the audience where they can find the relevant documentation, handouts etc.,
- tell them whether they can/should contact you (give your details) or someone else • thank the audience
- ask them if they have any questions. Note: if you are at a conference and the chairperson is present, then he or she will generally invite the audience to ask questions.

4. Remember that it is not just your fault if you can't understand the question
Your ability to understand the questions depends not just on you.

5. Don't interrupt the questioner

6. Be concise
When answering a question it helps to be concise, particularly as you might otherwise forget what the original question was. If the question only requires the answer yes or no, you can be suitably brief and move on to the next question.

7. Always be polite
Very occasionally questioners in the audience seem to want to provoke us, and one natural tendency is to become defensive. However, if you watch professional presenters they never say anything negative about other researchers or their findings.

Answering questions

Beginning a Q&A session
Does anyone have any questions on this?
I'd be really interested in hearing your questions on this.
[If no one asks as a question] One question I am often asked is . . .

What to say when you don't understand a question from the audience
Sorry, could you repeat the question more slowly please?
Sorry, could you speak up please?
Sorry, I didn't hear the first/last part of your question.
Sorry, I still don't understand—would you mind asking me the question again in the break?
I'm not exactly clear what your question is.

Avoiding difficult questions
I'm not familiar with the details regarding that question.
I can't give you an exact answer on that, I am afraid.
That's a very interesting question and my answer is simply I really don't know!

That's a good question and I wish I had a ready answer, but I am afraid I don't.
You know, I've never been asked that question before and to be honest I really wouldn't know how to answer it.
I am sorry but I am not in a position to comment on that.
That's a good question, but at this point we don't have enough data to conclusively answer that.
That's a big question. As far as I know, nobody has answered it yet.
I wish I knew the answer, but a major obstacle to answering that is .....
I think that question deserves a very detailed answer. Would it be OK to discuss with you after the presentation?
Unfortunately, I don't have the information I need to answer that right now, but if you give me your contact information after this session, I'd be happy to send it to you.

Asking for time or deferring

I think it would be best if my colleague answered that question for you.
Can I get back to you on that one?
Could we talk about that over a drink?
I need to think about that question. Do you think we could discuss it in the bar?
You've raised a really important point, so important that I think I would rather have a bit of time to think about the best answer. So if you give me your email address at the end, I'll get back to you.
At the moment I don't have all the facts I need to answer that question, but if you email me I can get back to you.

Commenting on audience questions

I know exactly what you mean but the thing is . . .
I take your point but in my experience I have found that . . .
You're quite right and it is something that I am actually working on now.
I'm glad you raised that point, in fact one of my colleagues will be able to answer that for you.
Yes, the additional experiments you suggest would be very useful. Maybe we could talk about them over lunch.

4. Read and tick the statements that are true for presentations in your field of study.

Structure

Presentations are very logical, developing the main idea step by step.

Presentations are digressive with many deviations from the main subject.

Language ang content

The language of presentations is informal.

The language of presentations is formal.

Presentations contain detailed information, with lots of supporting data and examples.

Presentations contain general information without specific references.

Reasoning is direct and rational.

Reasoning is indirect, often based on feelings.

Delivery

Presentations are interactive, lively and entertaining.

Presentations are read and there is no interaction with the audience. Speakers use notes to present the paper.

The slides contain the text of a presentation.

Presenters use slides to illustrate main points.

Audience response

Presenters are frequently interrupted with challenging questions. Questions are asked at the end of presentations.

The audience listen in silence - there are usually very few or no questions.

5. Your final presentation

Prepare a 10-minute lecture or presentation with visuals to present to your colleagues. Do the tasks below.

Think of any topic that is relevant to you.
Write a plan of your presentation. Include three main points.
Make notes and develop these ideas.

Write the text of your presentation or lecture. Pay attention to the structure and phrases that make it easier for the audience to follow you.
Check the text for any mistakes.
Prepare your slides.
Practise the text, and make sure you don't speak for more than 10 minutes.
Get ready to present it to the class.
Take turns to listen to your colleagues' presentations and ask questions if appropriate.
Give your colleagues some feedback using the feedback form.

Feedback form

Presenter(s) _____Title of the presentation _____Date_____

Criteria	Comments
Overall impression, purpose achievement	
Attention-getting opener	
Outline	
Structure, organisation, transitions	
Examples, explanations	
Visual aids	
Summary	
Concluding remarks	
Eye contact	
Gestures	
Volume of voice	
Pace	
Enthusiasm	
Interaction with the audience	
Q&A	
Time	
Other aspects (specify)	

Rating key
l = poor2 = fair 3 = acceptable 4 = good 5 = excellent

UNIT 6. ACADEMIC EVENTS

1. PROFESSIONAL EVENTS

1. Look at the list of academic and professional events. Which of them take place online and which involve face-to-face interaction?

an e-conference
a video conference
a round table a webinar
a forum
a summer school (university)

2. Look quickly through Texts A-D. Complete them with the types of professional events below. There is one event you do not need.

a summer school
a webinar
a round table
an e-conference
a forum

A

ICNC's Academic [1]_____are a series of online talks and visual presentations on critical ideas, cases, and questions related to civil resistance and nonviolent movements.
They are intended for general learners, students, and interested professionals. These hour-long [2]_____are offered bi-weekly, typically on Thursdays from 12-1 p.m. EST. Scholars deliver 30-40 minute presentations, which are followed by a 20-30 minute question-and-answer session. Preliminary readings may also be recommended prior to the presentation and will be sent in advance to those who register for the [3]_____.

B

Date: 29-31 March 2014
Venue: Hotel Aerostar, Moscow
The [4]_____ ___ will feature: plenary talks and discussions, practical workshops,
discussion groups, open space, online coverage and much more.
If you are interested in speaking at the [5]_____, please complete the speaker proposal form and return it to elisD22@ristuu.ru by 11 March.

If you would like to participate as a delegate please complete the online registration form by 25 March.
The participation in the [6] ___is free for all registered delegates. This includesn access to all sessions, welcome pack, coffee breaks and lunches.
Certificates of attendance will be provided at the end of the [7]_____.
International delegates will need to arrange their own visas, accommodation and transport. We will be happy to provide confirmation of attendance and advice on visa and accommodation.

C
The [8]_____ill take place between 27 June and 1 July, 2014 in Budapest,Hungary.
9_____participants are expected to have at least started their graduate studies and have basic training in one of the related disciplines: either the psychological sciences / neuroscience, or in mathematics / computer science, broadly defined. The course will also be appropriate for post-docs and junior faculty.
Working knowledge of general issues in the areas of perception, memory, linear algebra, and neural networks will be useful. Undergraduates without a university degree will not be considered.
The language of the [10]_____is English; thus all applicants have to demonstrate a strong command of spoken and written English to be able to participate actively in discussions at seminars and workshops. (In some instances, short-listed applicants may be contacted for a telephone interview.)

D
Registrations are welcome from PhD students studying any aspect of substance use or misuse (or closely related topic) in any country. Participation in the [11]_____is free.
The [12]_____ will run from 23 April to 27 April 2014 and will be accessible 24 hours a day. The key aims are for PhD students to learn about each other's work and to build new networks.
PhD student contributions can take the form of slide show presentations, podcasts, Word documents, audio or visual recordings (maximum file size = 10 Mb, although links can be provided to larger files hosted elsewhere, such as YouTube videos). Feel free to contribute any material relating to your research that is likely to interest others.

Video and instant-chat facilities are also available.
The [13]_____materials will be accessible to anyone who chooses to log on to the 14_____.

3. Suggest a title for each of the events.

4. Answer these questions about the events.

Which event(s):

1) do(es) not involve travel expenses?
2) are the longest (five days)?
3) is/are a series of sessions?
4) may require participants to be equipped with a headset?
5) is/are face-to-face?
6) allow(s) you to participate at any time both during the day and at night?
7) offer(s) a variety of forms of participation?
8) can be viewed without registration as a participant?
9) is/are delivered in 60-minute units?

5. Complete the table with names of sessions or forms of participation most typical of the following professional events. Use events A-D and examples from your own experience.

Academic conference	Webinar	Forum	E-conference	Summer school

6. Think of a professional event you have attended recently. Describe it to a partner or the class.

7. Search online for descriptions of different session types, preferably in your area of study. These are normally given on professional association sites. Share your findings with the class.

2. AT THE CONFERENCE

a meeting/a session
a plenary meeting/the opening ceremony
a chairman/a chairwoman/a chairperson
to call upon someone/to give the floor to someone
to set up/to fix the time limit
to break the time limit
to call attention to the time limit
to stimulate discussions
to ask somebody a question
to call for questions
a speaker
to submit abstracts/to present papers/to present poster reports to take part in/to participate in/to attend a conference
to have a good/poor knowledge/command of English
to find the knowledge of English adequate/inadequate
to find English hard to follow
to fail to understand reports/questions in English

1. Answer the questions:

1. Have you ever participated in international conferences/symposia/ congresses?
2. When did you last take part in a conference?
3. Where was the conference held?
4. What problems were considered and discussed?
5. How many participants attended the conference/session/workshop?
6. Which reports attracted general attention?
7. Whose report was of particular interest?
8. What problem did it deal with?
9. Did you read/present a paper at the conference?
10. Were you given the floor?
11. Was the time limit fixed?
12. Did you find your English sufficient/adequate to participate in the international conference?
13. Do you think you have a good/poor knowledge of English?
14. Did you find the speaker's English hard to follow?

15. Why is it necessary/important for a scientist to know foreign languages?

2. Complete the sentences with the words from the Active Vocabulary Section:

1. Every year conferences ... in our university.
2. This year I ... in the conference which was held ….
3. I had to … the abstracts covering the problem of… .
4. The time limit was ... and I had ten minutes to ... .
5. My report… the problem which ... much attention.
6. Of… interest were the reports presented by X and Y.
7. I ... in understanding English, because I find my English ….

3. Work in pairs.

1. Ask for and give information about your participation in a conference/symposium/congress.

2. You are at a round-table discussion of your research, its progress and results. One person in your group is the chairman, the rest are the speakers.

3. You share your opinions about the organization of the conference, its agenda, the chairman's speech and the reports presented.

4. Act out the situation.

Your fellow-student has never participated in a conference. He is eager to know about your experiences. Tell him what the most difficult thing for you was and what you enjoyed the most.

UNIT 7. INTERNATIONAL COOPERATION

INTERNATIONAL PROGRAMS

1. Work in pairs and answer the questions below.

1. Have you ever worked on an international project?
2. What other forms of international academic cooperation do you know?

2. Read Text A about a European programme of international cooperation.

1. Divide it into four paragraphs.
2. Say what helped you do it.

The Tempus programme, which is the longest-standing EU programme in the educational sector and which has a strong focus on cooperation between higher education institutions, has entered a new phase running from 2007 to 2013. Since its inception in 1990, university cooperation under the Tempus programme has contributed successfully to institution building in higher education in the Partner Countries and to sustainable university partnerships, as well as to enhancing mutual understanding between the academic worlds of the European Union and the Partner Countries. Particularly in the Partner Countries, higher education institutions are currently facing major challenges linked to dramatic cemographic changes (number of people potentially having access to higher education, age structure, migration flows), increasing global competition, leading to a considerable shift in the distribution of the economic power at world level, changes in science and technology but notably the growing importance of organisational and societal innovation rather than purely technological nnovation and, last but not least, challenges of societies transition (social cohesion, human rights, etc.). Higher education institutions are therefore key players in the successful transition to a knowledge-based economy and society and they provide the training for a new generation of leaders. They are the pools of expertise and centres for the development of human resources. Higher education institutions are also important factors in growth and competitiveness, and play a crucial role in the reform agenda of both EU Member States and the Tempus Partner Countries. The overall aim of Tempus is to contribute to the creation of an area of cooperation in the field of higher education between the European Union and the Tempus

Partner Countries. The specific objectives of Tempus are as follows: to promote the reform and modernisation of higher education in the Partner Countries; to enhance the quality and relevance of higher education to the world of work and society in the Partner Countries; to increase the capacity of higher education institutions in the Partner Countries and the EU, in particular their capacity to cooperate internationally and to continually modernise; to assist them in opening up to the world of work and the society at large; to foster the reciprocal development of human resources; and to enhance mutual understanding between the peoples and cultures of the EU and the Partner Countries.

3. Work in pairs. Compare your paragraphing and suggest a heading for each paragraph. Report back to the class.

4. Is the style of the text formal or informal? What language features show it?

5. In Text A find:

1. all the instances where information is presented in a slightly biased way
2. sentences where numbering or bullet points could be used to make the text read more clearly
3. a description of the core mission of HE institutions

6. Read Text Bquickly and say: a) what it focuses on; b) what features of the text help you answer.

The 'People' Specific Programme acknowledges that one of the main competitive edges in science and technology is the quantity and quality of its human resources. To support the further development and consolidation of the European Research Area, this Specific Programme's overall strategic objective is to make Europe more attractive for the best researchers.

The Specific Programme aims to strengthen, quantitatively and qualitatively, the human potential in research and technology in Europe, by stimulating people to enter into the profession of researcher, encouraging European researchers to stay in Europe, and attracting to Europe researchers from the entire world, making Europe more attractive to the best researchers. Building on the experiences with the 'Marie Curie' actions under previous Framework Programmes, this will be done by putting into place a coherent set of 'Marie Curie' actions, particularly taking into account the European

added value in terms of their structuring effect on the European Research Area. These actions address researchers at all stages of their careers, in the public and private sectors, from initial research training, specifically intended for young people, to lifelong learning and career development. Efforts will also be made to increase participation by women researchers, by encouraging equal opportunities in all 'Marie Curie Actions', by designing the actions to ensure that researchers can achieve an appropriate work/life balance and by facilitating resuming a research career after a break.

7. Read Texts A and Bagain and complete the information below.

Information	**Texts A**	**Texts B**
Background of the programme		
Territory		
Participants		
General aim		
Causes of existing problems		

8. Read the second sentence in Text B. How do the two parts of the sentence relate to each other?

a)cause and effect
b) repeating the same idea
c) the end and means to the end
d) topic and illustration

The support the further development and consolidation of the European Research Area,

↕

this Specific Programmes overall strategic objective is to make Europe more attractive for the best researchers.

9. Read Text B again.

1. Identify two sentences which express an aim.
2. In each sentence, identify the three means of achieving the aim.
3. What language structures are used to perform the functions?

10. On the internet, find information about an international project/initiative/ programme that you might be interested in. Make notes about it. Report to the group.

UNIT 8. PROBLEM SOLVING

1. Look at the pictures and answer the questions.

1. What problem do you think each presenter has?
2. How can it be solved?

2. Make a list of possible problems at a conference.

Problems at a conference:

1. a laptop stop working
2……
3……
4……
5……
5……
6……
7……

3. Read the dialogues and complete the table

	object	problem	solution	who helped
1				
2				

Conversation 1

Presenter 1: Hi, I've got a problem. There's no mouse with this computer. And I'm afraid it's not very comfortable for me to use only the touchpad. Are you able to help?
Technician: Yes, I think I probably can. It might take me a little time to find a mouse, though, so if you can wait for a couple of minutes, I ...
Presenter 1: That's OK. I've got a few minutes. Thank you. I'll wait here while you go and look.
Conversation 2

Presenter 2: Hi, I've got a problem. I'm giving a presentation soon, but there's no projector screen. I'm due to start in about ten minutes. Can you help?
Technician: Yes, that's what I'm here for. If you can wait a moment, I do know that the screen was used in the next room in the previous session. I'll go and see if it's still needed. If it's not, I'll bring it in straight away.
Presenter 2: OK, thank you. I've only got ten minutes though. So I'll need it as soon as possible so I can prepare.
Technician: I'll do my best.
Presenter 2: Thanks.

4. Write down phrases the speakers use to express the following functions

	Conversation 1	Conversation 2
explaning the problem		
asking for help		
aAgreeing to help		
explaning the situation		
approving of the actions of the person in charge		
thanking the parson for their help		

5. Work in two groups.

Group 1: You are presenters. Prepare to find the person in charge, ask for help and tell m about the problem. Discuss all the problems in Activity 2.

Group 2: You are the person in charge. Prepare to suggest possible solutions to the problems in Activity 2.

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Appendix

1. Dialogue

Herearesometipshowtomakeadialogue.

Dialogue– conversationbetweentwoormorepeople; anexchange ofopinions on a particular subject; a discussion.

Work on a Dialogue

A good dialogue supposes that:
- both partners are active participants of the conversation
- questions asked should be provoking
- answers should include broad information
- omission of unnecessary information
- the usage of a wide range of words and expressions
- the usage of exclamations to show your interest or when you think whatto say
- politeness

The difference is that here both partners can ask questions, share the ideasor opinions, should be polite and patient while the interlocutor speaks. The main rule is it's not a monologue. Even if you have a lot to say, don't forget to give opportunity to your partner to share his arguments.

2. Useful Phrases for Summary Writing

About the structure of a text:

The texts consists of... ./may be divided into...
The introduction goes as far as line.../ In the first paragraph/exposition the author introduces...
In the second part of the text/ paragraph/ stanza the author describes...
Another example can be found in line...
As a result...
The turning point is reached when...
To sum up/to conclude...

In the conclusion, starting from line..., the author sums up the main ideas/ thesis...

In his last remark/ with his last remark/statement the author concludes that...

The article	is about... deals with... presents... describes...
In the text	the reader gets to know... the reader is confronted with... the reader is told about...
The author	says, states, points out that... claims, believes, thinks that... describes, explains, makes clear that... uses examples to confirm/prove that... agrees/disagrees with the view/thesis... contradicts the view criticises/analyses/ comments on... tries to express... argues that... suggests that... compares X to Y... emphasizes his thesis by saying that... doubts that... tries to convince the readers that... concludes that...

3. Useful Phrases for an Abstract

A comparison of … with … is made
A method of … is proposed
An approach to estimating … is present
An attempt to … is made
Data on … are discussed
Discussion will focus on the problem of …
Present data encompass a period of …

The design of the experiments was to reveal …
The effect of … on … is discussed
The methods used for … are discussed
The most important results are as follows …
This paper aims at …
This paper comments briefly on …
This paper concerns /considers/ deals with
This paper examines…
This study is an attempt …
We have been able to show that …

4. Linking words

Слова и фразы, используемые как:

a) Дополнение:
and - и
again - снова
also - также
besides - крометого
oncemore - ещераз
for example - например
for instance - например
moreover - более того
inaddition - в дополнение

b) Контраст:
but - но
still - все же, тем не менее
yet - тем не менее
however - однако
although - хотя
then - тогда, в таком случае
in spite of - несмотряна
on the one hand - соднойстороны
on the other hand - сдругойстороны
on the contrary - напротив
nevertheless - все же, однако, тем не менее

c) Причина и следствие:
as a result of - в результате, как результат
because - потому что
hence - следовательно
in short - короче говоря
thus - таким образом
therefore - вот почему
as - так как
so - так как, таким образом
consequently - следовательно
in any case - в любом случае

d) Место:
close by - рядом
inside - внутри
nearly - почти
next to - рядом
opposite - напротив
outside - снаружи
below - внизу
above - наверху

e) Время:
after a while (a short time)- спустянекотороевремя
afterwards - потом
at the same time - в то же самое время
immediately - немедленно
presently - вскоре, в настоящий момент
shortly - вскоре
until - пока не, до
after - после
before - до
soon - вскоре

f) Уточнение:
evidently - очевидно
in fact - фактически
in other words - другими словами
too - тоже

g) Перечисление:

first - сначала, во-первых
inthefirstplace - сначала
tobeginwith - дляначала
secondly - во-вторых
in the second place - во-вторых
the latter - последний (из двух упомянутых)
the former - прежний, бывший, (первый из двух упомянутых)
the one - кто-то
the other - другой

h) Подведение итогов:

inbrief - вкратце
toconclude - чтобысделатьзаключение
tosumuptosummarize - подводитьитоги

5. How to Make a Presentation?

How do I start?	You could introduce your talk or presentation formally. *Today I'm going to talk about...* *In this presentation, I'd like to tell you a little bit about...* Alternatively, you could grab your audience's attention by starting with a question or a challenging statement. Use pictures or objects. *So, how much do you know about _____?* *Have you ever asked yourself why ... ?* *What I'm going to tell you about today will change the way you think about...* *Pass around the picture/object. What do you think it is?*
How do I organize the presentation?	Make it short. Write down the points you want to make, edit them down to, say, four, and then decide which order you are going to make them in. *Introduce each point with an expression from the list below.* *The first/key thing to say about _____ is...* *The main point to make about _____ is...* *What you really need to know about_____ is ...* *Now let's look at...* *Let's turn to/move on to ...* *Another interesting thing to say about_____ is ...* *Finally, I'd like to say a few words about...*

What do I say?	After introducing the point, add information briefly in two, three, or, at the most, four sentences. Use markers like the ones below to construct long, well-balanced sentences. *Anyway,...; Naturally,...; Of course,...* *Similarly, ... ; surprisingly, ,.,; remarkably, ...* *Despite,...; however, ...; although,...; whereas...* *Consequently, ... ; in addition,..,; moreover,...; furthermore,* *Incidentally, ... ; By the way, ... ; It's worth noting that...*
How do I finish?	Conclude the presentation by briefly summarizing what you have said, or the points you have made. You could end by asking for comments or questions. *In conclusion,... ; To sum up,...* *So, remember that…is all about …, … , and… .* *So, there are three things to remember about …* *Does anybody have any questions?*

6. Useful Phrases for a Presentation

1. Introductions and outline

Introducing institute/department

I am a PhD student/researcher/technician at…
I am doing a PhD/a Masters/some research at…
I am part of a team of 20 researchers and most of our funding comes from

Telling the audience what point your research has reached and in what context it is

What I am going to present is actually still only in its early stages, but I really think that our findings so far are worth telling you.
We are already at a quite advanced stage of the research, but I was hoping to get some feedback from you on certain aspects relating to ...
Our research, which we have just finished, is actually part of a wider project involving ...

Giving a general outline (formal)

I will begin with an introduction to ...

I will begin by giving you an overview of…
Then I will move on to ...
After that I will deal with ...
And I will conclude with ...

Giving your agenda (less formal)

First, I'd like to do x/I'm going to do/
First, I'll be looking at X.
Then we'll be looking at Y/Then, we'll focus on Y.
And finally we'll have a look at Z/
Finally, I'm going to take you through Z.
So, let's begin by looking at X.

Giving your agenda (informal)

So this is what I am going to talk about…
… and the main focus will be on ...
... and what I think, well what I hope, you will find interesting is…
I'm NOT going to cover P and Q, I'm just going to ...

Giving your agenda (more dynamic)

This is what I'm planning to cover.

I've chosen to focus on X because I think it has massive implications for ... it is an area that has been really neglected ...

I'm hoping to get some ideas from you on how to ... that what we've found is really interesting…

I think we have found aradically new solution for ... truly innovative approach to ... novel way to ..

We are excited about our results because this is the first time research has shown that…

Why is X is so important? Well, in this presentation I am going to give you three good reasons…

What do we know about Y? Well, actually a lot more/less than you might think. Today I hope to prove to you that…

Referring to handout

I've prepared a handout on this, which I will give you at the end - so there's no need to take notes.

Details can also be found on our website. The URL is on the handout.

2. Transitions

Moving on to the main body of the presentation

Okay, so let me start by looking at…
So first I'd like to give you a bit of background.
So why did we undertake this research? Well,…
So what were our main objectives? Well,…

Introducing a new element or topic

With regard to x ...
As far as x is concerned ...
Regarding x…

Signaling that the topic is about to change

Before I give you some more detailed statistics and my overall conclusions, I am just going to show you how our results can be generalized to a wider scenario.

In a few minutes I am going to tell you about X and Y, which I hope should explain why we did this research in the first place. But first I want to talk to you about…

Showing where you are in the original agenda

Okay so this is where we are ..
This is what we've looked at so far.
So, we're now on page 10 of the handout.

Referring to previous topic to introduce next topic

Before moving on to Z, I'd just like to reiterate what I said about Y.
Okay, so that's all I wanted to say about X and Y. Now let's look at

Z. Having considered X, let's go on and look at Y.
Not only have we experienced success with X, but also with Y.
We've focused on X, equally important is Y.

Getting the audience interested in the next topic

Did you know that you can do X with Y? You didn't, well in the next section of this presentation I'll be telling you how.

Direct transition

Let me now move onto the question of…
This brings me to my next point…
Next I would like to examine ...
Now we're going to look at Z.
Now I'd like to talk about Z.
Okay, let's move on to Z.
Now we are going to do X. X will help you to do Y.

3. Emphasizing, qualifying, giving examples

Emphasizing a point

I must emphasize that..
What I want to highlight is…
At this point I would like to stress that…
What I would really like you to focus on here is… These are the main points to remember:
The main argument in favor of/against this is ..
The fact is that…
This is a particularly important point.
This is worth remembering because ...
You may not be aware of this but…

Communicating value and benefits

So, the key benefit is…
One of the main advantages is…
What this means is that…
We are sure that this will lead to increased ...

What I would like you to notice here is…
What I like about this is…
The great thing about this is…

Expressing surprise in order to gain interest

To our surprise, we found that…
We were surprised to find that…
An unexpected result was…
Interestingly, we discovered that…

Qualifying what you are saying

Broadly speaking, we can say that…
In most cases/In general this is true.
In very general terms…
With certain exceptions, this can be seen as…
For the most part, people are inclined to think that…
Here is a broad outline of…

Qualifying what you have just said

Having said that…
Nevertheless, despite this…
But in reality ...
Actually ...
In fact…

Giving explanations

As a result of…
Due to the fact that…
Thanks to ...
This problem goes back to ...
The thing is that…
On the grounds that…

Giving examples

Let's say I have ... and I just want to ...

Imagine that you ...
You'll see that this is very similar to ...
I've got an example of this here ... *show slide*
I've brought an example 6of this with me ... *show object*
There are several examples of this, such as…

4. Diagrams

Making initial reference to the diagram

Here you can see ...
I have included this chart because ...
This is a detail from the previous figure ...
This should give you a clearer picture of…
This diagram illustrates...

Explaining the lines, curves, arrows

On the x axis is… On the y axis we have ...
I chose these values for the axes because ...
In this diagram, double circles mean that… whereas black circles mean ...
dashed lines mean ... continuous lines mean ...
Time is represented by a dotted line.
Dashed lines correspond to ... whereas zig-zag lines mean ...
The thin dashed gray line indicates that…
These dotted curves are supposed to represent...
The solid curve is…
These horizontal arrows indicate ...
There is a slight/gradual/sharp decrease in ...
The curve rises rapidly, then reaches a peak, and then forms a plateau.

Explaining positions

on the left is… on the left side here ...
in the middle ...
here, at the top ...
down in this section ...
over here is a ...

5. Making reference to parts of the presentation

I'm going to do X, Y, and Z.
I'm not going to cover this aspect now, I'm just going to ... I'll go into a bit of detail for each concept.
I'll explain this in a moment/I'll talk about that later.
As we will see later ...
As I said before ...
Remember I said that…
The concept I mentioned earlier ...
As I mentioned a moment ago ...
To return to my earlier point…
If we go back to this slide ... *(shows an earlier slide)*
Here you can see ...
Notice that it has…
As you can see …

6. Discussing results, conclusions, future work

Very strong affirmations

These results definitely prove that…
We are convinced that our results show that…
What these results prove is…
Our results would seem to show that…
What these findings seem to highlight is…
I think that these results may indicate that…
It seems probable from these results that…
I think it is reasonable to assume that…
Under the hypothesis that x = y, what these results probably mean is…
We are assuming that the reason for this discrepancy is…
We are presuming that this nonagreement is due to ...
This may indicate that…
A possible explanation is…
I believe this is due to ...
Future work

So, we've still got quite a long way to go. What we need to do now

is… Given these results, it seems to us that the best thing to do now is…
A promising area for future research would probably be ...
What we are planning to do next is…
7. Ending

Warning audience that presentation is near the end

Okay, we're very close to the end now, but there are just a couple of important things that I still want to tell you.

Final summary

Well that brings me to the end of the presentation. So, just to recap ...
Telling the audience where they can find further information.
I am afraid that I don't have time to go into this in any further detail. But you can find more information about it on this website (which is on the back page of your handout).
If you would like more information on this, then please feel free to email me. My address is on the back page of the handout./My address is in the congress notes.

Thanking the audience
Thanks very much for coming.
Thank you for your attention.

Saying goodbye

Thank you very much.
It was very nice to meet you.
Hope to see you around.
Hope to see you again.
I'll email you the website/my paper/the documentation.
Let's keep in touch.

Questions:

1. What is necessary to keep a conversation going?
2. What is the '3As' rule of successful communication?
3. What will you write in a covering letter to make a good first impression?
4. What are the elements included in the covering letter?
5. What is Paraphrase?
6. What is Plagiarism?
7. What are the negative effects of plagiarism?
8. What are the ways to avoid plagiarism?
9. What is Summary?
10. What are three principal requirements of a good summary?
11. What is the structure of an abstract?
12. What is a critical review?
13. Why are you asked to write a critical review?
14. What steps should you take in summarising an article?
15. What is involved in commenting critically on an article?
16. What criteria can be used for evaluating an article?
17. What is the structure of a critical review?
18. What forms of international academic cooperation do you know?
19. What types of professional events do you know?
20. Why is it necessary/important for a scientist to know foreign languages?

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

Для успешного осуществления самостоятельной работы необходимы:

1. Комплексный подход организации самостоятельной работы по всем формам аудиторной работы;
2. Сочетание нескольких видов самостоятельной работы;
3. Обеспечение контроля качества усвоения.

Виды самостоятельной работы:

- *для овладения знаниями*: чтение текста (учебника, дополнительной литературы, научных публикаций); составление плана текста; конспектирование текста; работа со словарями и справочниками; учебно-исследовательская работа; использование аудио- и видеозаписей; компьютерной техники, Интернет и др.;

- *для закрепления и систематизации знаний*: работа с конспектом лекции (обработка текста); аналитическая работа с фактическим материалом (учебника, дополнительной литературы, научных публикаций, аудио- и видеозаписей); составление плана и тезисов ответа; составление таблиц и схем для систематизации фактического материала; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование и др.); подготовка сообщений к выступлению на семинаре, конференции; подготовка рефератов, докладов; составление библиографии; тестирование и др.;

-*для формирования умений*: решение задач и упражнений по образцу; решение вариативных задач и упражнений; решение ситуационных производственных (профессиональных) задач; подготовка к деловым играм; проектирование и моделирование разных видов и компонентов профессиональной деятельности; исследовательская и проектная работа.

Отдельно следует выделить подготовку к экзамену, зачету, как особый вид самостоятельной работы. Основное его отличие от других видов самостоятельной работы состоит в том, что обучающиеся решают задачу актуализации и систематизации учебного материала, применения приобретенных знаний и умений в качестве структурных элементов компетенций, формирование которых выступает целью и результатом освоения образовательной программы.

В образовательном процессе применяются два вида самостоятельной работы – аудиторная под руководством преподавателя и по его заданию и внеаудиторная - по заданию преподавателя, но без его непосредственного участия.

Основными видами самостоятельной работы обучающихся с участием преподавателей являются:

- текущие консультации;
- прием и разбор домашних заданий;

Основными видами самостоятельной работы обучающихся без участия преподавателей являются:

- написание рефератов, аннотаций;
- подготовка к семинарским (практическим) занятиям;
- выполнение домашних заданий в виде решения отдельных задач, проведения индивидуальных работ по отдельным разделам содержания дисциплин и т.д.;
- составление аннотированного списка статей;
- составление глоссария;
- составление презентаций на темы лекций и др.

ЗАКЛЮЧЕНИЕ

В этом пособии обсуждались далеко не все аспекты академической коммуникации.

Это скрупулезное, сложное занятие. Такая работа должна вестись не в одиночку, а с преподавателем, научным руководителем или коллегами, которые могли бы давать критическую оценку и советы по улучшению содержания, формы и стиля.

Несмотря на то, что критика может быть довольно жесткой, важно всегда видеть в ней ресурс развития.

Надеюсь, что приведенные в этом пособии материалы помогут магистрам освоить некоторые базовые элементы академической коммуникации, необходимые на пути к учебным и научным достижениям.

В рамках этого учебного курса не просто формируются навыки академической коммуникации, магистры готовят соответствующие разделы своих магистерских диссертаций, применяют их на практике.

Несмотря на то, что это учебное пособие адресовано, прежде всего, магистрам, оно может быть полезно и участникам иных образовательных программ.

Навыки работы в академическом жанре нужно развивать у студентов с самых первых лет учебы в университете.

При этом желательно, иметь в учебном плане специальный курс по академической коммуникации.

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