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Видання задумане для студентів англійського відділення факультету іноземної філології та аспірантів. Посібник орієнтований на розвиток навичок наукового письма шляхом виконання різноманітних завдань на матеріалі автентичних текстів та прикладів.

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FOREWORD

English has become an important language of international academic communication in the world in the recent decades. The development of English as a lingua franca of science and education can promote the growth of international communication and cooperation between academics on a global scale.

Writing in English is a complex process that requires a number of various skills. These writing abilities can be developed by practicing certain strategies and various patterns. The activities suggested in this manual will help master academic writing techniques and will be of great benefit to academics and researchers who want to improve their academic writing skills.

The present training and practical manual in English Academic Writing is intended for the Master students of the English department and PhD students of other specialties.

It summarises and systematizes the material on new lexical tendencies in academic English, cautious writing, academic vocabulary and grammar, academic genres and other topical issues in this field.

***I. CAUTIOUS WRITING (HEDGING). LOGICAL CONNECTORS.
LATIN EXPRESSIONS***

I. Identify the hedging expressions in the following sentences.

1. The lives they chose may seem overly ascetic and self-denying to most women today.
2. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.
3. For our present purpose, it is useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.
4. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.
5. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.
6. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
7. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
8. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
9. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
10. This effect might occur regardless of whether it concerns a real-life interaction.

II. "Soften " the following statements by using the strategies of cautious writing. Be careful to use appropriate choices for each situation.

1. Genetic differences in alcohol metabolism between American Indians and other races caused the death of Navajo teenager.
2. Errors are the indicators of the learners' stages in their foreign language development.
3. Economists think that statistical methods have a profound impact on process involvement, production costs, quality, and competitive position.

4. A drop of nicotine kills the horse.
5. Cigarette smoking causes cancer.
6. English spelling is confusing.
7. Kjellen is wrong in her article about climate change.
8. Poor nutrition in pregnancy leads to low birth-weight babies.
9. All students hate writing term papers.
10. Northern European men and women have blonde hair and blue eyes.
11. Older mothers cope better with babies than younger mothers.
12. Supervision is a critical link between top managers and workers.
13. The expansion of the Universe continues.
14. Monetary policy is not effective.
15. Diseases are the results of the interaction of genetic and environmental factors.
16. The most influential component of a computer is a central processing unit.

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

'Writing is a difficult skill for native speakers and nonnative speakers (*alike/accordingly*), (*thus/because*) writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers (*because/even though*) they are expected to create written products that demonstrate mastery of all the above elements in a new language.

"(*In contrast/in addition*), writing has been taught for many years as a product rather than a process. (*Therefore/moreover*), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

IV. Fill in the blanks with the appropriate logical connectors.

1. pain and discomfort usually lead to avoidance behaviour, hunger and thirst usually lead a person to seek food and drink.
2. The research has been criticised for three reasons. It did not use a large enough sample and the results were contradictory., it was alleged that the statistical analysis was faulty.
3. Anorexic patients,, do not respond to hunger in the normal way.
4. the government introduced policies to stimulate the economy the recession worsened.

5. Modern literature in most countries has abandoned the focus on unique, individual psychological struggles, preferring a contemporary focus on social issues. contemporary literature has found a critical voice.
6. He failed his HSC exams. he can't go to university.
7. The research did not use a large enough sample., the results were contradictory.
8. People are living longer., more doctors are needed.
9. Some male penguins look after incubating eggs., the females fish/are fishing at sea.
10. Ostriches are birds., they run instead of flying.
11. Written reports need to be formal and concise., oral presentations usually involve informality and repetition.
12. High population growth rates are sometimes blamed on cultural attitudes., poverty is a more likely cause.
13. Some food crops have a non-food use., sugar cane can be converted into fuel for motor vehicles.
14. Scoring at least 60% is required., candidates will be rejected.
- 15....., the villagers refused to provide any help.

V. Fill in the blanks with the logical connectors given before the text.

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

1.... computers are clever machines, they cannot understand ordinary spoken English or any other natural language. 2. ... , the only language they can understand directly is machine code: central processors operate on codes, which consist of a series of binary digits. 3. The instructions are ... said to be in machine code. 4.... , machine code as a means of communication is very difficult to write. 5. ... we use symbolic languages that are easier to understand. 6. ... , by using a special program, these languages can be translated into machine code. 7...., the so-called "assembly languages" use abbreviations such as ADD, SUB, MPY to represent instructions. 8. ... they are labels, which can be easily associated with the items they refer to.

VI. Read the sentences paying attention to Latin abbreviations and expressions. Check yourself whether you understand/remember their meanings.

1. Every creator starts to work within a traditional system (ideological, epistemological, literary, etc.) before he or she can intentionally modify that system.
2. While some scholars argue that conceptual systems do not exist a priori, others think that social groups, within which individuals function, are determined by and interact with prior "systems."
3. The studies have shown that this class of bacterial proteins also pumps toxins out of the cell interior.
4. To elaborate a new decision, the committee gathered for an ad hoc meeting.
5. For this trip, per diem expenses must not exceed \$40.
6. Per capita income is an important economic category.
7. Minerals get their names from various sources; e.g., alexandrite was named for Alexander I of Russia.
8. The in vitro packaging system developed for recombinant DNA appears to bring the cloning of unenriched DNA.
9. Although knowledge of foreign languages is practically important, it is also valuable per se.
10. History knows several examples when countries were ruled by de facto kings.
11. Chemical processes usually flow in vivo quicker than in laboratory conditions.
12. Mastery of genre and styles conventions liberates the ego of a writer and provides him/her with the tools of selfexpression.
13. You may find Errata in the section "Announcements" of the journal.

II. KEY ACADEMIC VOCABULARY

I. Check your knowledge of the verbs by matching them with the descriptions of their meanings.

A)

1. Accept	a) put in order
2. Accomplish	b) reach by effort
3. Account for	c) decide the importance and give reasons
4. Achieve	d) have an influence on, act on
5. Adjust	e) agree or recognize with approval
6. Affect	f) make practical use of
7. Apply	g) regulate
8. Arrange	h) take as true before there is proof
9. Assess	i) perform successfully
10. Assume	j) explain the cause of

B)

1. Avoid	a) describe similarities or differences
2. Clarify	b) arrive at an opinion
3. Coincide	c) be similar in area and outline
4. Compare	d) keep away from
5. Complete	e) arrive at (knowledge, a theory) by reasoning
6. Concern	f) have relation to
7. Conclude	g) finish
8. Consider	h) make clear
9. Correspond	i) be in harmony
10. Deduce	j) think about, regard

C)

1. Define	a) appear
2. Derive from	b) lay stress on
3. Determine	c) found, set up
4. Emerge	d) state precisely the meaning of
5. Emphasize	e) form a judgment about
6. Ensure	f) find out precisely
7. Establish	g) guarantee
8. Estimate	h) take as starting point, source or origin
9. Evaluate	i) concentrate on
10. Focus on	j) find out the value of

D)

1. Identify	a) keep up
2. Imply	b) become concerned with something
3. Include	c) point
4. Increase	d) pay no attention to
5. Indicate	e) make a careful study of
6. Infer	f) make a suggestion
7. Investigate	g) become greater in size
8. Involve	h) conclude
9. Maintain	i) bring in
10. Neglect	j) establish the identity of

E)

1. Observe	a) make
2. Obtain	b) go before
3. Occur	c) make smaller
4. Omit	d) give, supply
5. Perform	e) get
6. Precede	f) watch carefully
7. Proceed	g) go forward
8. Produce	h) do
9. Provide	i) leave out
10. Reduce	j) happen

F)

1. Refer to	a) depend upon
2. Regard	b) give a result
3. Rely on	c) be enough for
4. Require	d) turn to for information, etc.
5. Satisfy	e) change position
6. Specify	f) make use of
7. Suppose	g) consider
8. Transfer	h) state or name definitely
9. Utilize	i) demand
10. Yield	j) guess, take as a fact

II. Explain the difference between the sentences in each pair.

1. Illustrate the magnitude of the deceleration - Find the magnitude of the deceleration.
2. The events effected economic development – The events affected economic development.
3. The scientists provide new data – The scientists consider new data
4. Greig’s article supports Park’s theory – Greig’s article challenges Park’s theory.
5. Describe the new tax regulations – Discuss the new tax regulations.

III. Rewrite the sentences replacing the underlined word in each sentence with a phrasal verb from the list.

*Carry out go/look back over go into put forward point out
go through set out make up*

1. The psychologist observed that it was very unusual for a young child to behave in this way.
2. In this article Simpson aims to prove that the Chinese reached America long before the Vikings.
3. We conducted a series of experiments to test out our hypothesis.
4. Women now constitute over half the student population in most universities in this country
5. Please check your work again carefully before handing it in.
6. Before the test you should revise Chapters 7 and 8 of your textbooks.
7. Cole presents some fascinating theories on the development of language in his latest book.
8. In his article on the American Civil War Kingston discusses the reasons why the situation developed in the way it did.

IV. Match the beginning of each sentence with the appropriate ending.

1. It took him a long time to work	a) forward a convincing theory with regard to this question
2. Her results appear to go	b) up the flaws in the school's testing methods
3. The investigation pointed	c) out the solution to the algebra problem
4. The geography book sets	d) out a lot of basic information about all the world's countries
5. Carlson was the first to put	e) against what she had found in her earlier studies
6. Feudal society was made	f) up of clearly defined classes of people

V. Choose the appropriate noun to complete each sentence.

1. The London underground map is best understood as a *model/principle/topic* showing how the different stations relate to one another rather than a precise representation of their distances from each other.
2. There are still people who are reluctant to accept Darwin's *model/topic/theory* of evolution.
3. The Peter *Issue/Principle/Theme* states that members of a hierarchical group will usually end up being promoted to the point at which they become incompetent.
4. The professor decided to take moral courage as the *issue/theme/model* for his inaugural lecture.
5. Environmental *topics/issues/principles* should be at the top of today's political agenda.
6. In the exam students had to choose three from a choice of ten essay *subjects/theories/topics*.

VI. Choose a word from the list to complete each sentence. Change the form if necessary.

to accommodate / to contract / to occur / reference / revolution / structure

1. The _____ of society in Ancient Rome can be said to resemble that of the modern USA.
2. Wealth, the theme of the anthology, is general enough to _____ a wide variety of approaches.
3. When you are doing research it is sensible to keep good records of all your _____ as it can be difficult to locate sources later.
4. In first gear the engine makes ten _____ for every _____ of the wheels.
5. They carried out an experiment to check whether the gold _____ or expanded under a range of different conditions.
6. This medical condition is most likely to _____ in fair-skinned people.

VII. Which word could fit in each of these sets of phrases?

1. Discuss the following.....
Underline the key
Make some thoughtful.....
2. To a precedent
Aof exercises
A.....book
3. Take with
The latestof the New Scientist
A controversial.....
4. Aof communication
The English.....
To.....one's energies into

VIII. Correct the errors in the word combinations in bold.

1. The use of original metaphors is **characteristic from** the writer's style.
2. It is **typical to** the disease for it to start with an itchy rash.
3. A lengthy discussion of the advantages of solar power is not **relevant with** an essay that required you to focus on wind turbines.
4. The dark hair and eyes are **common for** all people from the region.
5. This methodology is not **appropriate about** the kind of research you are planning.
6. **Relative with** previous attempts to explain the phenomenon, this interpretation is quite persuasive.

IX. Rewrite the paragraph using the opposites of the underlined words or expressions.

There have been a small number of studies investigating the impact of email on interpersonal communications. None of the studies has been large-scale but they suggest some interesting trends in patterns of email use. From one of the older studies it seems that more and more people send in excess of 50 emails daily. Moreover, it appears that a substantial number of senior citizens use email a lot more frequently than younger people do.

X. Replace the underlined words to make them sound more appropriate for a written assignment.

1. In a couple of cases, we could not find any reason for the outbreak.
2. We spent a great deal of time on the project.
3. The bulk of our work is concerned with carbon emissions.
4. We have noticed that fewer and fewer students are joining the course.
5. As you repeat the experiment, use less and less water each time.
6. Our team spent a fair amount of time getting funding for the research.

XI. Match the adjective on the left with the noun it often combines with on the right.

- | | |
|--------------|-------------|
| 1. Principal | discrepancy |
| 2. Apparent | methodology |
| 3. Rigorous | problem |
| 4. Potential | cause |

XII. Use one of the combinations from the ex. XI to complete these sentences.

1. We spotted a with our procedure and so we changed it in two areas.
2. There is an..... in your figures.
3. Lamaque devised a which has since been used successfully by many other researchers in the field.
4. Management's refusal to listen to the worker's demands was the..... of the riots.

XIII. Choose the best adjective from the box to complete these sentences.

Complex qualitative potential rigorous specific

1. His tutor was critical of his work for not being enough.
2. In the past the northern tribes looked on the tribes of the south asenemies.
3. The plant is difficult to grow and needs very conditions to survive.
4. A..... set of circumstances led to a civil war in 1897.
5. We chose a..... approach to our research and interviewed individuals personally.

XIV. Change the sentences using adverbs which mean the *opposite* of the underlined ones.

1. We investigated the problem and initially found some small errors in the calculations.
2. Singh (1998) is explicitly critical of existing theories of economic growth.
3. Soil erosion is specifically caused by water or wind.
4. Senior citizens almost always use the internet to communicate with one another.
5. There were roughly 340 people living in the village in 1956.
6. Parents seldom complained that the school authorities failed to inform them of changes.
7. The temperature was exactly half a degree lower than the average.
8. The disease is directly linked to environmental factors.

XV. Choose a missing verb and fill in the blanks.

Extended /provides /submit /elaborates

Corroborate / heightened / laid /fall

Contributed / draw on /places /faces

1. Traditionally, Ukrainian higher education *importance* on the development of wide erudition of students.
2. The authors of the article *recent research* to show how the goal of learning English vocabulary can be integrated into speaking activities.
3. N. Bohr, the outstanding Danish physicist, *the foundations* of a "liquid droplet" theory of nuclear phenomena.
4. Few facts *the theory* of the virus nature of cancer.

5. In the history of science, some researchers *the theories* that already existed to include the new phenomena.
6. He *research*..... into the use of optics.
7. Many scholars think that humankind *the problem* of overpopulation.
8. If you try to be as accurate as possible when learning a foreign language, you... *into a category* of the analytic learner.
9. Cloning of animals*further opportunities* for biological research.
10. Intensive space exploration in the second half of the 20th century has essentially *to our understanding* of the Universe.
11. You may try to *the paper* to an international journal.
12. Political and economic changes in Ukraine have *the need* of society for economists and lawyers.

XVI. The following sentences contain widespread academic collocations. One component has been omitted. Find the missing words in the list above the sentences and fill in the blanks.

*status quo / implications / issues/ scope /conclusions /account/
clues/rise /granted/light /insights /emphasis*

1. Social and ideological crises usually *give*... to non-traditional religions and beliefs.
2. Ecologists *lay*... on the consequences of human utilization of natural resources.
3. The data he has found will *shed*... on theoretical assumptions.
4. Advances in molecular biology may *have*... for therapy.
5. Recent research into mental illnesses has *provided*... to the causes of schizophrenia.
6. The recent elections have shown that political forces managed to *maintain the*... .
7. The participants of the conference have raised many *burning*
8. The paper *offers*... into the history of the Ukrainian emigration to Canada.
9. For the purposes of this research, this theorem will be *taken for*... .
10. The tests of gene therapy have allowed medical scientists to *draw* ... about its possible risks and benefits.
11. Practical consequences of the research *lie outside the* ... of this paper.
12. When investigating the origin of different disease, researchers *take into* ... both hereditary and environmental factors.

XVII. Choose a word from the box to complete each sentence.

<i>elucidate glaring highlights illuminate light</i>
--

remained shadow shed shine

1. The team carried out a series of experiments in an attempt to..... the mysterious processes at work in the organism.
2. The article helps to..... for the ordinary reader some of the more difficult references in Shakespeare's plays.
3. The results of the investigation..... a light on the pressures of the global economy on farmers in developing countries.
4. Until recently, scientists have in the dark as to the causes of the disease, but a recent breakthrough promises tonew light on the problem.
5. The professor found some.....errors in one student's calculations.
6. Our whole notion of time and space has changes in theof recent developments in physics.
7. These communities have lived for decades in the of poverty and social deprivation.
8. The collapse of the bridge the need for a more rigorous analysis of the effects of constant traffic movements.

XVIII. Look at these statements about some academics. Complete each sentence with an appropriate adjective or noun.

1. Prestyn made only a contribution to modern psychology, but it was an interesting one, nonetheless.
2. Davison did a considerable..... of research into earthquake prediction.
3. Rawlinson drew.....attention to the problem of energy consumption.
4. Werner's work had an enormous..... on the way we design bridges today.
5. Aproportion of Thomaz's work was devoted to international law. Three of her five books were on the subject.
6. Baklov's work has some extremely.....implications for our work today.

XIX. Underline *verb+adverb* combinations in this text.

The world is facing a looming water crisis. Disputes over allocation have steadily increased in the last decade, and demand has grown rapidly. Water is likely to generate the same degree of controversy in the 21st century as oil did in the 20th. If we take no action now, new conflicts are likely to occur periodically around the world. At the moment, instead of seeking solutions which directly address multiple needs, countries focus a little too narrowly on local issues typically opt for expensive and inferior solutions. What is needed are decisions which can be quickly implemented and a debate which will seriously consider more than the short term needs of individual states.

XX. Use one of the combinations you underlined in XIX to complete each sentence.

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

III. NEW LEXICAL TENDENCIES IN ENGLISH. POLITICALLY CORRECT VOCABULARY. SEXISM IN LANGUAGE

I. Identify issues that people are especially sensitive to (you may name gender, age, ethnicity or nationality, religion, physical appearance).

II. Find pictures of different people and compare what these people are sensitive to, what language strategies they can use to avoid offending these people.

III. The following phrases use sexist language. Rewrite them to make them inclusive.

1. A teacher should be tolerant with his students.
2. A child needs the love of his parents.
3. An actress is usually nervous before the show.
4. Mary is a camerawoman.
5. The committee elected a chairman.
6. Man is destroying our planet.
7. Today man-made fibers are used for manufacturing stockings.
8. This substance is not known to man.

IV. Although well known, the following proverbs are not politically correct. Try to change them.

1. Early to bed and early to rise makes a man healthy, wealthy, and wise.
2. He who cannot obey cannot command.
3. A man's home is his castle.
4. Every man has his hobbyhorse.
5. He is happy that thinks himself so.

V. Column A represents traditional names for different races and nationalities, and column B gives the politically correct version. Match the names from column A with column B.

A	B
1. Oriental	a). Native Australians
2. Colored	b). Native Hawaiian
3. Australian Aborigines	c). Asian
4. Torres Strait islanders	d). Caucasians
5. Whites	e). African Americans

VI. Many people are sensitive about their abilities, age, culture, and appearance. Make the following phrases sound inoffensive to the persons being spoken about.

1. She is looking after her insane mother.
2. The program offers long-term care for the elderly and immediate care for the mentally retarded.
3. A new clinic for the care of geriatrics is being proposed.
4. He is as blind as a bat.
5. My neighbor is as deaf as a post.
6. Jane is an emotional cripple.
7. Fat people need to go on diets.

VII. Some expressions introduced for PC reasons, have become part of standard English now. Which do you think is the more PC expression in each case.

1. An unmarried mother or single parent.
2. Children with special needs or educationally subnormal children.
3. A housewife or a homemaker.
4. Third World countries or developing countries.
5. A refuse collector or a dustman.
6. A fireman or a firefighter.
7. African-American or Black American.
8. Hearing-impaired or deaf.

VIII. Edit the following sentences and make them politically correct.

1. An employee in our organization can be sure he will be treated fairly.
2. Almost every child dreams of becoming a fireman.
3. The average man is a good citizen.

4. The future of mankind is uncertain.
5. Being a stewardess is not as glamorous as it may seem.
6. Everyone has a right to his opinion.
7. Every married surgeon depends on his spouse for emotional support.
8. Dr. Marcia White is not only a female professor but chairman of the English department
9. The accident left me as blind as a bat for nearly an hour.
10. What a dumb idea!

IV. ACADEMIC GRAMMAR. CAPITALISATION. PUNCTUATION

I. Fill in the blanks with missing articles

Throughout history,food has been used assymbol of wealth orgratitude, or to demonstrate position and power. In some cultures, eating lavish and exotic meals is sign of wealth and power, whereas eating only basic foods is sign of belonging to more common class. In some cultures, offer of glass of cool clean water is greatest compliment or honor one can receive. In some cultures, whenever you receive guest, whether for pleasure or business, you must offer them something to eat or drink: more lavish offering signifies amount of respect or honor you give that person. Diet is not consideration. In movie Indiana Johns and the Temple of Doom, there are.... two scenes in which two lead characters are offered meals from different culture. One meal, meant to break ice, consisted of insects. second meal was lavish banquet that featured such delicacies as roasted beetles, live snakes, eyeball soup, and chilled monkey brains for dessert.

II. Identify the sentences with a mistake on Subject Verb Agreement and correct it.

1. A number of U.S. lecturers comes to our University next week.
2. Critically he studied the article on transgenic food products.
3. As the annual report of the Mesa Garden states, these cactuses grow exclusively in the northern parts of Mexico.
4. Either the journalist or the witness know the truth about this mysterious event.
5. Elaborated will be in this paper the model of corrosive destruction of metals under lacquer-paint coatings.
6. The teacher asked the students if they knew the health effects of insecticides.
7. The premises of the library is cleaned every day.
8. Twenty dollars are not enough to buy this book.

9. Many mathematical symposiums are held in Europe every year.
10. Bile acids contains significant amounts of cholesterol.
11. This extremely interesting new Ukrainian historical novel has been favorably reviewed.
12. In no ease the work on the project will be terminated.

III. Complete the sentences with suitable relative pronouns. Give alternate options.

1. The emancipation of 1848 was the process slowly gave the Ukrainian peasantry political experience.
2. The scientists have gained access to the brains from deceased people ____ suffered from mental illnesses.
3. We are developing a control organism _____ can be used as a virtual test driver.
4. The 1965 reform in immigration opened the doors to Vietnamese refugees poured into the United States in the aftermath of the war.
5. The great threat to human life can be El Nino globally affects the climate.

IV. 1) Read the text below and underline all the future verbs.

WORLD TRENDS

As we move towards the 21st century, cheap labour and plentiful raw materials are losing their status as keys to economic development. Instead of manufacturing, it is the information and service sectors that will provide new growth. Powering this change is the astonishing worldwide expansion of the computer industry. As automation makes armies of workers in heavy industry redundant, the successful nations will be those that can produce an educated population and a large pool of scientists and engineers. Good education explains, in part, the success of Japan, and the rapid rise of other south and east Asian nations. For the older industrialised nations, the provision of a constantly better trained and more flexible workforce is a growing challenge which the educational system will find hard to meet.

As the rapidly industrialising nations catch up, they can also expect to encounter other problems of the wealthy, including the need to adapt to a society containing a much higher proportion of old people. Japan will encounter the fastest demographic change of all.

Urbanisation will continue at a rapid pace in the industrialising nations. By 2020 these countries will have caught up with the Western world; half their populations will be living in towns and cities. Growing wealth and urbanisation can be expected to provide new opportunities and play a part in reducing inequalities between men and women, in education and in income. The extremes of poverty will also be eliminated in the early stages of development, but the gap between rich and poor is certain to remain. Traditional social structures will weaken bringing increases in divorce, births outside marriage and crime. As nations enter the post-industrial phase, long-term unemployment seems likely to be added to their problems, intensifying these trends.

2) You should have found nine verbs containing the word *will*. How many different tenses are there among the nine cases?

3) Look through the text. Can you find any other verbs, which do not contain the word *will*, that are used to express the notion of the future? If so, circle them.

V. In the gaps, write an appropriate form of the verb shown in brackets. Explain your choice of tense.

SECOND SIGHT

To find the frequency of second sight in the general population, a large-scale mail survey using random sampling methods 1 (BE) undertaken in different areas of Scotland. Second sight 2(BE) generally regarded as being more prominent in the Western Isles and Highlands of Scotland than elsewhere. However, the survey data 3 (SHOW) this 4 (not, BE) the case - the phenomenon 5 (OCCUR) in all areas of Scotland. Nor 6 (BE) having a family background from the Highlands and Western Isles a strong predictor of having second sight. Throughout Scotland, people who 7 (REPORT) having second sight 8 (BE) significantly more likely to report second sight in blood-related family members. This 9 (GIVE) empirical support to the traditional belief that second sight 10..... (RUN) in families.

VI. Express these ideas more concisely, using an appropriate modal verb.

1. I expect they have received my message by now (because I know how long it normally takes).

2. A probable explanation is that the cleaner unplugged the machine by mistake.
3. It is beyond doubt that he lied to the court.
4. It is conceivable that she was bribed.

VII. Use capital letters in the text where appropriate.

Peter Mohyla arrived in Kiev in 1627. Much to his dismay, he found the educational standards and approach at the Bohojavlenske brotherhood school wanting. Unhappy with the type of education offered, he, then a newly appointed archimandrite of the Pecherska Lavra, founded another school in the Lavra in 1627-1628. This school was modelled on the western Jesuit schools that included Latin and Polish and aspired to operate at the collegial level.

At first, the Mohyla Collegiate experienced a great deal of resistance from conservative clerical circles. They saw this type of education as an innovation and Latinization of the Ruthenian Greek Slavonic school. In his spiritual testament of March 31, 1631, Metropolitan Iov Boretsky advised Mohyla to establish his school "within the confines of the (Kiev) brotherhood, not elsewhere."

Later that year (December 29, 1631) a merger charter was drawn up whereby the brotherhood school and the Lavra school were merged with Archimandrite Mohyla as its head.

VIII. Add punctuation marks to the following sentences.

1. The Labour government found itself under pressure from three directions from the left wing from the TUC and from Sir Oswald Mosley and his supporters
2. For example McCawley stated in 1968 ... a full account of English syntax requires a fairly full account of semantics to just as great an extent as the converse is true p 161
3. Experience indicates that these rhythms do not result wholly from our life-style
4. The opposition parties however were unwilling to accept any programme of economies
5. Mitsubishi Heavy Industries manufactures a large variety of industrial products and machinery including ships steel products power plants transportation systems printing presses aircraft guided missiles torpedoes and air-conditioning and refrigeration systems

IX. All the punctuation has been removed from the text below. Punctuate each sentence.

the university of edinburgh unlike other scottish universities is composed of colleges there are three of them sciences and engineering humanities and social sciences and medicine and veterinary medicine each college covers both undergraduate and graduate programmes of study although students are generally admitted to one college only they may have the opportunity to study subjects of another undergraduate programmess generally last three years or four for honours there is an extensive variety of postgraduate programmes of study including a 9 month diploma a 12 month masters and doctoral research programmes lasting at least 36 months

V. IMPORTANT ELEMENTS OF ACADEMIC TEXTS

- I. Have a look at the activity below. These sentences comprise a short description made up of two paragraphs. Pinpoint the topic sentences of the two paragraphs and then decide on the order of the remaining sentences.**

Keeping fit

The rowing machines are always very popular and there are five different models.

The water is always very clean although the changing rooms are rather small.

In addition, it is well staffed and there is always someone there to give you assistance.

However, you will need to check the timetable carefully because sometimes there are special times set aside for children or families or club training.

It is open to swimmers from 8am in the morning until 10pm at night.

The Munrow Centre is in the campus of the University of Birmingham and it offers a wide range of different ways in which people can keep fit.

Finally, there are swimming lessons for people who cannot swim.

The gym provides an excellent centre for improving fitness.

Another very popular activity is using the cycling machines and these are also extremely popular with both men and women.

The 50 metre swimming pool is extremely well used.

There are large changing rooms and showers for both men and women.

It is very well equipped and contains many different machines.

- II. Now look at the paragraph below and decide on the topic sentences and then note the different features. Write down the features of this paragraph in line with the framework of topic sentence, topic point and specific detail referred to above.**

Trees

Trees are very important to us for many very practical reasons because of the uses to which the wood can be put. However, their value in economic terms is nothing compared to their role in helping to regulate the world's climate and providing fertile soil. The wholesale destruction of trees is a threat to us all because trees support life. A single tree can take up 1000-2000 litres of water from the ground every year, releasing most from the leaves as water vapour. This water vapour is then added to water vapour from other sources to form clouds. It eventually returns to the ground in the form of rain or possibly snow. This ability to move vast quantities of water vapour from one place to another has a significant effect on the regional climate and on local water table levels. Another factor is that the ground in a forest acts like an enormous sponge. It absorbs rainwater and holds it within the soil, releasing it gradually back into the atmosphere. Where trees have been cut down, the ground is unable to absorb water so easily and it runs off, rapidly causing flooding in other areas. A further factor is the degree to which most trees add to the fertility in the soil around them. Every year millions upon millions of leaves flutter down and rot into the soil, adding to the richness of the soil base in which other plants can grow. Insects thrive within this rich, damp environment and they are themselves a source of food for other animals up the food chain. All of them are threatened when trees are cut down in large numbers.

III. Tony Lynch received this e-mail from a Chinese professor. The text is clear enough but the writer did not divide it into paragraphs. Read it and decide (1) where you will make a new paragraph and (2) what heading you will give each one.

April 14, 2008

Dear Tony Lynch

I have recently read your interesting article in the ELT Journal and could not help writing to you to thank you for your wonderful ideas. I have been a professor of English for 40 years and working/supervising more than 30 foreign teachers over the past 15 years. Most of them are native, but unqualified teachers. Every day we are trying to help our students and, inevitably, we have to react to their mistakes. It seems to me that all of us have not been consciously aware of when and how to react to our students' mistakes. A typical picture in my class is to "step in as soon as learners encounter communication problems", as you said in your article. My reaction has often been to interrupt their speech. My foreign colleagues' more diplomatic reaction does no good either in facilitating our students' learning. You are right to ask us teachers "to think about when and how (much) we should help". To my foreign colleagues, I'd like to ask: Why? Non-professional language teachers need to know that correction is needed and they should not let all the significant mistakes go unchecked. I have been trying your suggestion in my class and I can see positive results. It is a little painful for me to resist my temptation to step in as soon as the problems come out, but it is also very rewarding to see my students' more relaxed and

confident learning manner in their learning process. That is just a beginning and I'll try to tailor some methods to my teaching practice and help my students better in their English learning. I am writing to see if there is an opening at your university for me to do a one-year research, because I'll take a sabbatical starting from 2009. I wanted to go the USA but now I have changed my mind telling myself "Why not to go to a British university like Edinburgh?" The great English language originated in the UK! But I don't know much about your country, especially your higher education institutions. Maybe there is not as much opportunity in the UK as in the USA, but I'd like to try. It would be very kind of you if your could convey my letter to the director of your centre or some other schools.

I look forward to hearing from you.

(Name)

IV. Sequence the sentences about manufacturing. Rewrite them as one paragraph, changing the information order within each sentence if you need to.

1. So the prices of many goods are now lower because of computerisation.
2. The more economical use of raw materials is one of these changes.
3. Computers are an essential part of manufacturing industry.
4. In addition, faster manufacturing processes have resulted from their introduction.
5. Improvements in production have been made possible by computers.

V. Below is a paragraph about archaeological excavations/surveys. The sentences forming the paragraph are all grammatically correct, but as a whole the paragraph does not 'flow' very well. Make changes to the sentences, where appropriate.

The first step in an archaeological excavation or survey is the selection of the site. Information such as who lived there, how old it is, and what timeframe it covered is what archaeologists first need to learn about the site at this stage. Through the use of such things as maps, photographs, regional studies, oral histories, and historic documents of surrounding sites, the archaeologists accomplish this initial analysis. Once this is done, the possible results of the excavation must then be assessed by the archaeologists. Whether or not the work done at a site will yield innovative or duplicated results is taken into consideration. Careful deliberation must also take place to determine whether or not the proper funds, technology, and human resources are available to perform the excavation properly, because the information that comes from a site can only be viewed once.

VI. Write the names of your groupmates in English.

VII. Analyze the parts of the "colon "-titles from the viewpoint of their syntactic structures.

1. "My paper clearly demonstrates ...": A Cross-Disciplinary Comparison of Boosting in Research Articles
2. Clocks, Chaos, and Communication: Models and Experiments on Laser Systems

3. Academic Writing for Graduate Students of Science: What Do They Really Need?
4. Motivating Creativity in Organizations: On Doing What you Love and Loving What You Do
5. Gossip and the Insecure Workplace: Look before you Speak.

VIII. Below are the first parts of the "colon "-titles. Expand them by adding the second part.

1. What People Eat:
2. From Land and Sea:
3. The Role of Physical Environment, Culture, and Customs in Food Traditions:
4. Food as a Reflection of National History:

IX. What features of "interestingness " do you see in the following titles? How are these features created rhetorically and linguistically?

1. A New Metaphor for Metaphor: Evidence for a Single Dynamic Metaphorical Category
2. "Shop! Shears! Geese! Cabbage!" Tailor's Terms as Cultural Script
3. Another Ceiling? Can Males Compete for Traditionally Female Jobs?
4. Philistines, Barbarians, Aliens, et alii: Cognitive Semantics in Political "Otherness"
5. Why Bubbles Rise Anomalously in Water with Air Present.

X. Read the text and its possible titles (given after the text). Discuss the features and potential effects of these variations; then try to compose a title of your own. Discuss the questions after the text.

Proxemics is the study of one's perception and use of space. People handle space differently—the way they do is largely determined by the culture in which they are immersed. Therefore, one's use of space conveys meaning. North Americans and Latin Americans, for example, have fundamentally different proxemic systems. While North Americans usually remain at a distance from one another, Latin Americans stay very close to each other. This simple fact can tell much about these people's different concepts of privacy. While most North Americans value privacy, Latin Americans seldom consider it an important aspect of life.

The relevance of proxemics in foreign language teaching is enormous. Mastering the verbal system of a foreign language does not guarantee effective communication because mastering the non-verbal systems of that foreign language is also essential. These verbal and nonverbal systems are connected, and the use of one without the other might cause a disequilibrium.

Proxemics is one of the most important aspects of non-verbal communication. For those students whose own culture's proxemic patterns are very different from the target culture's, it is essential to know these differences. For instance, an Arab ESL (English as a Second Language) student in the United States who ignores the difference between the United States' and his own country's proxemic behaviors might

have serious problems: she/he could be rejected, considered homosexual, promiscuous, physically abused, and so on.

Teachers can help students avoid such misunderstandings by teaching the different aspects of proxemics. Knowing and using these cues, students can increase their comprehension and expression, hold their listener's attention, and be more successful in the communication process.

1. Proxemics in the ESL Classroom
2. Proxemics in the ESL Classroom: Potential Effects, Problems, and Solutions
3. On Some Important Aspects of Non-Verbal Communication and their Relevance in Second Language Teaching
4. Non-verbal Communication and Language Teaching (Toward the Importance of Proxemics in the ESL Classroom)
5. Is Proxemics Relevant in Language Teaching?
6. Proxemics, Culture, and the ESL Classroom
7. Verbal and Non-Verbal Communication: Are They Related?
8. Proxemics is Relevant in Foreign Language Teaching

1. Which title(s) best indicates the topic of the text?
2. Which title(s) provides the most balanced coverage of the topic and scope of the text?
3. Which title(s) presents the topic as having a novel character?
4. Which title(s) presents the topic as a part of a broader theme/study?
5. Which title (s) has the features of interestingness?
6. Which title(s) sounds rhetorically strong?
7. Which title(s) has a neutral tone?

XI. Analyze the types of English titles characteristic of your research field using available literature.

XII. Take three leading international journals in your field and analyze their referencing formats.

VI. MAJOR ENGLISH ACADEMIC GENRES

SUMMARY

A summary (Ukr. *розширена анотація*, sometimes *реферат*) is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. At Ukrainian universities, writing summaries of professional and scientific texts in English is often an examination assignment. The development of summarizing skills is, therefore, important for those who wish to master English academic writing. We will consider here the rules for writing summaries of texts, which, however, may be extended to book summaries.

Requirements for Summaries

A good summary satisfies the following requirements:

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

Steps in Summarizing

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.
2. Read the text, highlighting important information and taking notes.
3. In your own words, write down the main points of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Go through the process again, making changes as appropriate.

Useful Phrases: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you may use in your summaries.

According to Charles G. Morris in his book Psychology, ... (main idea)

Charles G. Morris in Psychology discusses ... (main topic)

Charles G. Morris in his book Psychology states/describes/explains/claims/argues that ... (main idea)

In Charles G. Morris' discussion of firstborns in Psychology, ... (main idea)

In his book Psychology, author Charles G. Morris states/describes/explains/claims/argues that ... (main idea)

Useful Phrases for Longer Summaries

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

In the third chapter of the book, the author (or his name) presents ...

The author (or his name) (also) argues/believes/claims/describes/ explains/states that...

The author continues/goes on to say ...

The author (further) states that ...

The author (or his name) concludes that...

In longer summaries, the author's name is usually mentioned at least three times—at the beginning, the middle, and the end.

- I. **Compare the summary with the original text. Underline the parts of the text that appear in the summary (the first part is underlined as an example for you). Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: "to excel, " "researchers," "economic factors," "a higher need," "seek approval by conforming."**

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar—what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in Who's Who. Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades before college as well.

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

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

(Charles G. Morris, Psychology)

Summary

According to Charles G. Morris in his discussion of [firstborns in Psychology](#), the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standard

II. Evaluate the summary

In his paper "Global Implications of Patent Law Variation," Koji Suzuki (1991) states that lack of consistency in the world's patent laws is a serious problem. In most of the world, patent ownership is given to the inventor that is first to file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

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

Teaching Vocabulary in Colour

Colours have a tremendous influence on human health and the psyche. A lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students. Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory.

Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps ... and most expressive drawings are considerably more effective in colour (Williams 1983:107).

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

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

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

Yellow, when bright and sunny, reinforces the nervous system and helps in analytical studies. It symbolizes wisdom, shrewdness, ambition, and intellectualism of the left brain. People who like yellow are happy optimists, but also critical thinkers who will eagerly defend their views. They often lack creativity and imagination. Pale shades of yellow, on the other hand, mean unfavourable emotions like envy or a tendency to world plotting and intrigue.

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

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

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

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

Summary

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

IV. Below is an excerpt from the article "The keys to a civil society—diversity, tolerance, respect, consensus " by Damon Anderson. Write a summary of the text following all steps in the summarizing process. Then compare your summary with the text of your classroom partner and ask him/her to evaluate it according to the requirements for summaries listed above.

The Keys to a Civil Society—Diversity, Tolerance, Respect, Consensus

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between people and countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy, traditional institutions and the world's labor force are evolving. Such barriers as those between the young and the old, male and female, and prejudices against individual groups such as the physically impaired are-increasingly being challenged.

Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are also often considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences. ...

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness—sameness of

ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to accept such Eastern alternatives as acupuncture. ... And breaking the age discrimination barrier, U.S. astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity. ...

This change in view, however, is not coming easily to the world. Many long-standing prejudices and practices counter to diversity still exist in all societies. Education is one of the keys to diminishing the prejudices against diversity. Awareness is the first step in the process. Helping students to become aware of the diversity around them and to recognize the value in that diversity is key to building a strong civil society.

V. Find an article in your field of scientific interest and write a summary of it.

VII. RESEARCH PAPER ABSTRACT

A research paper (or journal) abstract (Ukr. анотація) is a short account of a research paper placed before it. In contrast to the abstracts, which appear in abstracting journals, the research article abstract is written by the author of a paper. The "relatives" of the journal abstract are: the summary (discussed in Unit 5), the conference abstract (to be discussed in the next unit), and the synopsis—a shorter version of a document that usually mirrors the organization of the full text.

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

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

Nowadays, abstracts are widely used in electronic storage and retrieval systems and by on-line information services. Their role in dissemination and circulation of written research products is further increasing in the information age.

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

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

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

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

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists.

The structure for the English journal abstract, as suggested by Mauro B. dos Santos (1996), includes the following moves:

1. Situating the research (e.g., by stating current knowledge in the field or a research problem).
2. Presenting the research (e.g., by indicating its main purpose or main features).
3. Describing its methodology.
4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).

However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper.

I. Evaluate the research paper abstract

"Their War": The Perspective of the South Vietnamese Military in Their Own Words

Author: Julie Pham (UCB participant in UC Day 2001)

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history; oral histories with Vietnamese immigrants; this project will contribute to future research on similar topics.

II. Sequence the jumbled parts of this abstract from the field of anthropology.

A)

This paper argues that this assumption obscures the multiple dimensions along which core/periphery distinctions can be measured and ignores the possibility of mutual influence and interdependence among interacting societies at all size and complexity levels. This confusion is particularly evident in the study of Southeastern Mesoamerica (adjoining portions of Guatemala, Honduras, and El Salvador), usually viewed as peripheral to lowland Maya core states during the late Classic period (A.D. 600-950).

B)

The essay concludes with an overview of late Classic lowland Maya/non-Maya interactions in the Southeast and some general suggestions for future research.

C)

Archeological investigations on the margins of "high civilization" have traditionally been guided by the assumption that polities in such zones were peripheral to core states.

D)

In an attempt to advance the study of polities bordering complex and extensive sociopolitical systems, a general model is outlined which sets out to identify the different dimensions of peripherality and specify the conditions under which various sorts of core/periphery relations are likely to develop. Late Classic political, economic, demographic, and cultural patterns from the Naco Valley, northwestern Honduras, are then examined to determine how this area was linked to lowland Maya core states (represented here by Copan and Quirigua) and what effects the societies had on indigenous developments.

III. Take five English journal abstracts in your field of study and compare their rhetorical structure with that described in this Unit. Make a list of similarities and differences in the form of a table. Write out the instances of meta-text and compile your own list of useful phrases for writing journal abstracts.

IV. Write an abstract of your research paper.

VIII. CONFERENCE ABSTRACT

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

Nowadays, Ukrainian scholars often try to submit abstracts to international conferences. For many of our academics, the conference abstract is a kind of a "pass" to the world research communities that provides, if accepted, various opportunities for professional contacts and communication.

The abstracts submitted for international and major national conferences are usually reviewed (sometimes blind-reviewed, i.e. considered without seeing the names of the authors) by conference committees. A certain number of abstracts are, as a rule, rejected. Conference abstracts, therefore, participate in the competition for acceptance and need to impress reviewing committees; that is why they may be written in a somewhat promotional, self-advertising manner. As Berkenkotter and Huckin (1995) indicate, a dominant rhetorical feature of conference abstracts is "interestingness" created by the novelty of a topic and its presentation in an interesting for the potential audience way.

As conferences in Western countries are usually planned considerably in advance (abstract deadlines may sometimes be one year before the actual conference), abstracts may propose uncompleted research, which is planned to be finalized before the beginning of the conference. Due to such circumstances, English conference abstracts may provide only some outlines of the investigation rather than fully report it.

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

As one study of conference abstracts has shown, the conference abstract tends to have five basic rhetorical moves (although certain deviations from this structure are quite possible). These moves, which may be realized by certain rhetorical strategies (given below in parentheses), are as follows:

1. Outlining the research field (by reference to established knowledge/ importance claim/previous research).

2. Justifying a particular research/study (by indicating a gap in the previous research/by counter-claiming/by question-posing/by continuing a tradition).
3. Introducing the paper to be presented at the conference.
4. Summarizing the paper (by giving its brief overview).
5. Highlighting its outcome/results (by indicating the most important results or their possible applications and/or implications).

The first, the second, and the third moves of the conference abstract are, in fact, identical to the three initial moves of the research paper Introduction. The fourth move is a brief overview of the conference paper structured with the help of meta-textual phrases. The final move—Highlighting the outcome—often only indicates the most important results and their possible applications and implications. Most typically, the first and the second moves are realized in the initial paragraph of a text, while the following paragraph introduces and summarizes the paper, and the concluding one highlights the outcome.

I. Consider the conference abstract written by a Ukrainian student majoring in genetics. Out of eight possible changes suggested below, choose the three ones which, in your opinion, can best improve the abstract. Discuss your choices with a partner or in a small group.

Investigation of Mutants *Streptomyces Globisporus* and *Streptomyces Coelicolor*
Acquired by Exposition of Ethidium Bromide and Acriflavine

Streptomyces Globisporus is a producer of the antibiotic named Landomycine E, which belongs to the group of antitumor agents and is used in therapy. The actinomycete culture *S. globisporus*, therefore, requires a thorough investigation. *S. coelicolor* is a model object. Ethidium bromide and acriflavine are intercalatory agents. These compounds stimulate the manifestations of genetic instability resulting in the changes in producing antibiotics and in resistance. The exposition of *S. globisporus* and *S. coelicolor* with this intercalatory substance was conducted. Among the mutants, which were received after the treatment, there is a large quantity of mutants with a block in the biosynthesis of antibiotics, superproducers, and the mutants with the abnormal system of transport. It was discovered that actinomycete cultures differ in the level of resistance to mutagenes. *S. coelicolor* is more sensitive to the effect of these agents.

1. Add meta-textual phrases (e.g., "This paper reports ...").
2. Insert several references into the first sentence.
3. Include a sentence indicating the gaps or weaknesses of the previous research in this area.
4. Add more logical connectors.
5. Provide more background information situating the study and include it into the first paragraph.
6. Change a textual format of the abstract by singling out the third paragraph.

7. Switch to a personal style of presentation by using the first person singular pronoun (e.g., "In this paper, I report ...").
8. Add a sentence stating potential implications of the study.

II. Rewrite the conference abstract in the field of literary criticism in a more "English" manner using meta-text where necessary and following a three-paragraph format.

The Author's Style and Stylistic Devices

Oscar Wilde's style is very remarkable, so it has always attracted the attention of linguists. One of its peculiarities is a love of the paradox—a statement which is contrary to generally accepted opinions (or a statement which at first sight seems absurd, but which contains an important truth). It is often through the paradox that the writer expresses his way of thinking.

Another specific feature of Oscar Wilde's manner of writing is a formal non-participation of the narrator in the evaluation of the characters and their actions.

In the novel "The Picture of Dorian Gray," the main role is played by Lord Henry, a person having an analytical mind and the gift of eloquence. From his monologues the reader learns that his favourite mode of reasoning is through the paradox.

The principal stylistic devices that help to form paradoxical content are the ones, which are based on the contrast of meaning: antithesis, antonomasia, irony, and oxymoron. The last one is the most numerous device. We have found such oxymorons as "brainless, beautiful creature," "great romantic tragedies," "her finest tragedy," "horrible sympathy, terrible pleasure," and many others. The above insufficiently characterizes the style of the famous writer. It requires further investigation.

III. The following abstract is from a professional academic conference. Evaluate it.

Image and Narrative Voice in *Les Enfants Terribles* and
Journal d'un curé de campagne

Perry Donald Moon

Two of the most original French films of 1950, Melville's *Les Enfants Terribles* and Bresson's *Journal d'un curé de campagne* were adaptations of widely read novels. Although very different, each film bears the trace of its novelistic source in the form of voice-over narration. This paper will examine the use of narrative voice in these two films.

Long considered suspect in a medium that is supposed to relate stories primarily with images, voice-over narration has gained acceptance by recent film scholars. However, the venerable distinction between word and image remains virtually unquestioned. Drawing on the work of André Bazin and Mikhail Bakhtin, this paper will argue that narrative voice cannot, in fact, be separated from the images created by these two films. This paper will examine the image-making use of voice-over narration in each film. Through analysis of both spoken discourse and visual text, it will show how voice-over narration is used to create the image of the author in *Les Enfants Terribles*, while in *Journal d'un curé de campagne* narration is used to create the image of the writer. Together these two films offer an interesting, and ironic, means to explore the distinction, articulated by Bakhtin, between the sacerdotal author and the writer, who attempts to make meaning that is not foreordained.

IV. Write your own conference abstract of 200-300 words based on your research.

IX. THE CURRICULUM VITAE (CV)

A curriculum vitae (CV) (Ukr. життєпис, автобіографія, резюме) is an account of one's education and career. CVs are usually submitted when applying for an academic position or fellowship. A CV may be rather detailed and long, but, in contrast to a narrative autobiography, it usually follows a certain format and should be typewritten. CVs are frequently updated to show advances in academic career and growing experiences of their owners.

A typical academic CV includes the following information (presented under appropriate subheadings):

- first and last names;
- work and home addresses;
- education (only higher education with appropriate degrees obtained);
- work experience;
- awards/scholarships/grants;
- publications (provided with full bibliographic information);
- conference presentations/abstracts (with presentation titles and dates of conferences);
- memberships of professional societies;
- knowledge of languages.

A CV may also include a brief description of some professional skills. Information in CVs is usually presented in reverse chronological order, that is beginning with the latest dates. CVs often use reduced phrases (instead of full sentences) with omitted linguistic elements, such as first person pronouns, auxiliary verbs, and certain prepositional phrases. For example:

I conducted laboratory experiments - Conducted laboratory experiments.

I am fluent in German - Fluent in German.

The most important CV writing errors that should be avoided are as follows:

1. Poorly organized—hard to understand or requires too much interpretation.
2. Poorly designed format and an unattractive appearance (poorly typed, printed on poor quality paper, includes handwritten corrections, coffee or tea stains, etc.).
3. Misspellings, bad grammar, poor punctuation.
4. Includes personal information, such as marital status or health condition.
5. Lacks sufficient contact information (e.g., a telephone or fax number).

6. Includes "red flag" (a warning signal, something attracting irritated attention) information such as being fired.
7. Dishonest.

I. Here is the English version of a sample autobiography of a Ukrainian scholar (the names of Ukrainian places and universities are invented in this text). Rewrite the autobiography in the form of a CV adding necessary details.

I, Petrenko, Svitlana Pavlivna, was born on May 14, 1968 in the village of Danyliv, Zakhidne region. My father, Klymyuk, Petro Ivanovych. and mother, Klymyuk, Mariya Mykhailivna, are school teachers.

In 1976 I entered secondary school № 1 in Svitle. I graduated from the school with the Gold Medal in 1986 and entered the Department of History of the Ukrainian Humanitarian University in the city of Zakhidne. In 1991 I graduated from the University with the Diploma of Higher Education with Highest Honors. My diploma paper, "History of Ukrainian-Polish relations," received the award of the Ministry of Education of Ukraine.

From September 1991 until June 2001 I worked as a junior researcher at the Ukrainian Institute of Historical Research in Zakhidne. I also worked part-time as a teacher of history at Zakhidne secondary school № 15 from September 1991 until June 1994. In 1997 I participated in the U.S.-Ukrainian academic exchange program and spent three months at the University of North Carolina at Chapel Hill. In September 2000 I defended the dissertation entitled "Current ethnopolitical situation in Ukraine" and received a Kandydat Nauk degree.

Since September 2001 I have been working as a lecturer of the Department of History, Ukrainian Humanitarian University (Zakhidne). I am currently teaching such courses as "Medieval history," "Ethnographic methods in historical research," and "Methodology of teaching history." My current research interests focus on ethnic conflicts and oral history. I am the author of six papers published in leading Ukrainian journals, and I participated in three national and two international conferences (see the enclosed list of publications). I am a member of the Society of Ukrainian historians.

In 1994 I got married. My husband, Petrenko, Pavlo Ivanovych, works at the Zakhidne State Archive. My son, Petrenko, Nazar, was born in 1995.

II. Write your own CV.

Reference 1

Formal and Neutral Academic Words and Expressions

Formal	Neutral	formal	neutral
Accord	Agreement	In greater detail	In more detail
Acquire	Obtain, get	In respect of	With regard to
Address (v)	Give attention to	In summary	In short, to sum up
Address, speak to	Speak/talk about	Inappropriate	Unsuitable
Adjudicate	Judge	Incorrect	Wrong
Administer	Give	Incur	Result in
Advantages and disadvantages	Pros and cons	Instigate	Initiate
Advocate	Support/encourage	Instruct	Direct, order
Aim	Set out	Investigate	Look into
Appeal for	Ask for	Maintain	Keep
Attempt	Try	Make reference to	Refer to
Attire	Clothes	Negotiations	Talks
Be accepted	Get in	Nevertheless	Having said that
Call on	Ask	Observe	Point out
Catalogue (v)	List	Occasion	Time
Characteristic (adj)	Typical	Occupation	Job, profession
Check	Go through	Omit	Skip
Compose	Write	Pledge	Promise
Conduct	Carry out, do	Pose	Ask
Conduct (n)	Behavior	Postgraduate	Postgrad
Consist of	Be made up of	Present	Put forward
Constitute	Make up	Primarily	Mainly
Consult (v)	Read, look at	Recently	Lately
Contest (v)	Argue against	Representative	Rep
Convention	Agreement	Resign	Quit
Cordial	Friendly	Resolve	Solve, end
Correct	Right	Rest on	Be based on
Deliver	Give	Return	Come back
Demonstrate	Show	Revise	Look back over
Describe	Set out	Sanction (V)	Permit
Diminish	Decrease, grow smaller	Secure (v)	Obtain, get
Discuss	Go into	Solely	Only
Dispose of	Get rid of	Somewhat	Slightly
Document (v)	Record, write about	Speak of	Talk of
Dwelling	House, flat	Spouse	Husband, wife
Endure	Last	Substantial	Large, big
Examination	exam	Treat	Deal with
Examine	Have a look at	Undergraduate	Undergrad
Exceed	Be more	Undertaking	Promise
Exchange	Swap	Utilize	Use effectively
Final	Last	Virtually	Almost
Hierarchy	Pecking order	Write of	Write about
Highlight	Point up		
Improper	Wrong		

Reference 2

List of Theoretical Questions

1. English as the World Language of Research and Education.
2. The Nature of Writing.
3. Cultural Differences in Writing.
4. Genres and Writing.
5. English Academic Style and Language. Academic Vocabulary.
6. English Academic Style and Language. Academic Grammar.
7. Important Features and Elements of Academic Texts.
8. Paragraphs and Paragraph Division.
9. Titles.
10. Citations.
11. Footnotes and Notes.
12. Lists of References.
13. Summary.
14. Research Papers. Introduction.
15. Research Papers. Methods.
16. Research Papers. Results.
17. Research Papers. Conclusions.
18. Research Paper Abstract.
19. Conference Abstract.
20. The CV.
21. Formal Style.
22. Cautious Writing.
23. Collocations and Logical Connectors.
24. New Lexical Tendencies in English.
25. Latin Expressions.

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