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М.А. Хлыбова

ACADEMIC WRITING

(Академическое письмо)

Учебное пособие по английскому языку

Пермь
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Введение

Пособие предназначено для магистров и аспирантов сельскохозяйственных вузов, изучающих английский язык для академического общения.

Учебное пособие ориентировано на совершенствование иноязычной коммуникативной компетенции магистров и аспирантов, имеющей своей основной целью развитие навыков и умений в сфере академического и профессионального общения. Пособие направлено на развитие умений строить академическую письменную речь в ситуациях профессионально-делового характера в соответствии с коммуникативными и этическими нормами общения.

Пособие состоит из четырех разделов, каждый из которых включает теоретическую часть, образцы научно-экспериментальных статей из зарубежных периодических изданий и разработанный на их основе комплекс заданий для развития навыков и умений, необходимых для эффективного написания работ разной категории с учетом грамматических, стилистических, жанровых особенностей письменной академической речи.

В приложениях представлены русско-английские лексико-синтаксические конструкции по соответствующим темам, словарь академической лексики, аббревиатуры.

Unit 1. The features of academic writing

Complexity

Written texts are shorter and have longer, more complex words and phrases. They have more noun-based phrases, more nominalisations, and more lexical variation. Written language is grammatically more complex than spoken language. It has more subordinate clauses, more long sequences of prepositional phrases, more attributive adjectives and more passives than spoken language.

Formality

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

Precision

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

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

The volatile oily liquid beta-chloro-beta-ethyl sulphide was first synthesized in 1854, and in 1887 it was reported to produce blisters if it touched the skin. It was called mustard gas and was used at Ypres in 19I7, when it caused many thousands of casualties.

Objectivity

This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of

academic study and academic writing, in particular. Nobody really wants to know what you «think» or «believe». They want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

In general, avoid words like «I», «me», «myself». A reader will normally assume that any idea not referenced is your own. It is therefore unnecessary to make this explicit. Don't write: «In my opinion, this a very interesting study». Write: «This is a very interesting study».

Accuracy

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

Responsibility

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

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

1. Contact with neighbouring people must have been limited prior to European settlement in Australia in 1788. Melanesians from New Guinea and the islands of Torres Strait are known to have visited the northern shores, especially Cape York Peninsula. The Indonesians frequently visited Arnhem Land and the northwest of Western Australia to collect pearl and tortoise shell. As early as 1803, Matthew Flinders documented the size and frequency of Indonesian expeditions. He made contact with several ships while he was charting the coast of the Gulf of Carpentaria.

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

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

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

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

has been widely distributed.

2. **a)** The student's excellent exam results enabled her to apply for a postgraduate course.

b) The student is more agreeable than most of those on the postgraduate course.

3. **a)** The results are astonishing.

b) The results were unexpected and may potentially change our thinking on this topic.

3) Choose words from the box to replace the informal two-word verb with a more formal equivalent.

establish	reduce	increase	investigate
raise	produce	postpone	

1. A primary education system was *set up* throughout Ireland as early as 1831.
2. This will *cut down* the amount of drug required and so the cost of treatment.
3. The material amenities of life have *gone up* in Western society.
4. Thus, he should have *looked into* how the patient has coped previously.
5. In 1947 the Treasury *brought up* the question of excluding South Africa (and India) from the sterling area.
6. Western scholars gradually *turned out* a corpus of translations from the Arabic and studies of Islam.
7. Discussion of the outcome of experiments that have used this method will be *put off* until Chapter 7.

4) Find the most suitable Russian equivalents for the following academic English word combinations:

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

5) Match the words in the boxes on the left with the words on the right.

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

6) Match the beginning of each sentence with the most appropriate ending.

11. The study revealed a regular 12. The research focuses on one particular 13. The writer makes a powerful 14. The writers take an original 15. Until recently there was little 16. I think you should broaden the 17. To date, there has been little research 18. There are many important	1. scope of your research. 2. awareness of the problem. 3. issues facing the world today. 4. into the environmental effects of nanoparticles. 5. approach to their theme. 6. aspect of modern society. 7. pattern of changes in temperature. 8. case for restructuring parliament.

7) Arrange synonyms in pairs.

1. put forward	a. discuss
2. carry out	b. check
3. make up	c. consist of
4. be made up of	d. revise, review
5. point out	e. aim
6. point up	f. highlight
7. set out (to do smth)	g. describe
8. set out	h. present
9. go into	i. observe
10. go/look back over	j. conduct
11. go through	k. constitute

8) Rewrite the sentences replacing the underlined word in each sentence with a phrasal verb. Note that both versions of each sentence are equally appropriate.

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

9) Choose the right preposition.

of	on	for	into	about	with

1. In 1978, Da Silva published a book … the history of emigration.
2. She wrote a dissertation … teenage slang in New York.
3. Kelly (1969) conducted an investigation … the origins of international terrorism.
4. The article offers an analysis … the potential impact of the H5NI Avian Flu virus.
5. He gave a lecture … the problem of global warming.
6. One difficulty … this approach is that a set of results may

allow different interpretations.

7. Economists have recently questioned the rationale … government spending.

10) Look at the following noun and adjective combinations which are frequent in academic context and complete sentences with an appropriate adjective or noun. There may be more than one answer.

adjective	comment	some of the nouns it frequently goes with
important	**significant** can convey the same meaning and both adjectives often go with these nouns	aspect, contribution, difference, implications, point, question, reason, element
significant	can also mean large in size and as such goes with these nouns	increase, reduction, number, proportion, effect.
major	the opposite, **minor,** also often goes with these nouns	role, changes, problem, factor, issue, concern, result, difference, theme, contribution point
enormous/ considerable	**enormous** can mean very large or very important; **considerable** means large or of noticeable importance (i.e. slightly less strong than enormous)	amount, expansion, number, range, diversity, difference, variation, extent, degree, impact, power, influence, significance, interest
particular	means special	interest, attention, significance, importance, concern

1. Open plenary lectures on specific topics offer an overview and an interpretation of … issues related to climate change and agriculture.

2. Identify the major … from the discussion or results section.

3. I have a particular … in this field of knowledge.

4. Planting date had significant … on all vegetative characteristics.

5. Davison did a considerable … of research into earthquake prediction.

6. Rawlinson drew … attention to the problem of energy consumption.

7. Werner's work had an enormous … on the way we design bridges today.

8. A … proportion of Thomaz's work was devoted to international law. Three of her five books were on the subject.

9. Prestyn made only a … contribution to modern psychology, but it was an interesting one, nonetheless.

10. Baklov's work has some extremely …. implications for our work today.

11) Rewrite these sentences using the Passive voice.

Example: We can solve the problem. *The problem can be solved*.

1. They should investigate the problem
2. Someone will demonstrate the program to the students.
3. Someone explained the procedure to me.
4. People are destroying large areas of forest every day.
5. Somebody has bought the land next to the university.
6. I hope they will have completed all the marking by tomorrow.
7. They should have finished the library by the time you arrive.
8. People expect better results soon.
9. Students should send their complaints to the head of department.

10. They had to postpone the lecture because of illness.
11. An electrical fault could have caused the fire.
12. They are going to hold next year's conference in Birmingham.
13. Everyone knows this fact very well.
14. They opened the new lecture theatre only last month.
15. You must write the answers on the examination paper in black ink.
16. They are now manufacturing this type of computer in Korea.

12) Rewrite the following sentences using the relative pronoun?

Example:
There are several factors. These factors help to prolong this period to perhaps three or four times that in the male. (which)
There are several factors which help to prolong this period to perhaps three or four times that in the male.

1. The only really important biography was that of George V by Harold Nicolson. It had been published in 1952. (**which**)
2. The National Government decided to appeal to the country as a National Government, and the second National Government was a very different animal. The second National Government followed the election. (**which**)
3. It was this government. This government ruled Britain until May 1940. (**which**)
4. The participants approved a comprehensive statement. This statement pointed out that global warming is occurring at a time when many of the world's life-support systems are already stressed by the growth of population. (**which**)

5. We have now learned something: This harmony could be interrupted by the actions of nations very distant from our shores. (**that**)
6. This is something: The industrialized countries need to show the required resolve to help the developing countries adopt a development strategy away from dependence on fossil fuel. (**where**)
7. Action should be conditioned to a definite scientific proof. This perhaps will never be attained or might be reached only when it becomes too late adequately to tackle the problem. (**which**)
8. There is no reason for something: Action should be conditioned to a definite scientific proof, which perhaps will never be attained. (**why**)

13) Rewrite the underlined parts of the following sentences using a noun-based phrase instead of the «wh» clause.

Example:

Many futile attempts have been made to teach animals to speak how humans speak.

Many futile attempts have been made to teach animals to speak in human fashion.

1. It is essential to discuss how much cultural and biological evolution can be explained by similar principles.
2. Many factors must be considered in explaining how fast the population has grown in the developing countries.
3. Classes differ greatly in how membership is established and how fast membership changes.
4. There are advantages and declines in labour productivity and both are related to how much the population density is increasing.

5. On the surface, why women and domestic architecture were associated were obvious.
6. Menzel (1973) has shown that non-speaking chimpanzees can convey where food is to one another.
7. How much precaution is taken is regularly reviewed in the light of the patient's progress.
8. The week following admission appears to be when the risk is greatest.
9. It is important to remember that whatever type of subsequent care is to occur, the period after discharge may be when things are particularly difficult.
10. When the riots occurred, 36 per cent of the workforce in Handsworth was out of work.

Unit 2. Writing a scientific paper

Scientific papers generally follow a conventional format that includes a title, an abstract, a reference (or Literature Cited) section and the components of the IMRAD structure:

The IMRAD structure

Introduction answers «why?»

Methods answers «when, where, how, how much?»

Results answers «what?»

And

Discussion answers «so what?»

Elements of the Scientific Research Paper

Title
Abstract
Introduction
Methods
Results
Discussion
Acknowledgment
Works Cited
Appendices

A common organizational structure helps readers move quickly through reports. In fact, often scientists do not read entire reports and rarely read them in chronological order. For example, they may skip directly to the findings and not read the methods. The discrete sections of a report also force the researcher to carefully distinguish the various aspects of the experiment. For example, what is a result and what is your interpretation of that finding?

Title

- informative and specific

- concise
- understandable

The title is composed of two parts: contribution and background. Remember that contribution (what is new) comes at the beginning of the title. Unlike a full sentence (containing a verb), where new information usually appears at the end (stress position) and old information at the beginning (topic position), in a verbless title new information (i.e. the contribution) appears at the beginning; and the known, less specific information, at the end. Compare the following two titles:

«Highly efficient waveguide grating couplers using silicon-on-insulator» *and*

«Silicon-on-insulator for high-output waveguide grating couplers».

If the contribution of the author is the development of highly efficient waveguide grating couplers, then the first title is correct. If, however, the paper is mostly about the use of silicon-on-insulator, then the first title should be changed into the second one.

A good title is the title which has keywords from more than one category. If the title is too specific, it will only be found by a handful of experts in your field; if the title is too general, it will not be found by experts.

Abstract

The abstract is a one paragraph (<100 words) summary of the report. Abstracts are a quick way for readers to understand your research project. The abstract is quite brief, it must do almost as much work as the multi-page paper that follows it. This means that it should in most cases include the following sections:

•motivation / background;

•the purpose of the study;

•the procedure / methodology used;

•the main results / findings obtained;

•the conclusions reached / any recommendations if applicable.

The use of verb tenses in the abstract depends directly on the type of information presented in it.

• motivation / background – present simple / present perfect tense: *e.g.:* Heavy metal pollution has become a more serious environmental problem in the last several decades as a result of its toxicity and insusceptibility to the environment.

• purpose / principal activity – past simple / present perfect tense: *e.g.*: The aim of the investigation was to develop a non-intrusive measuring technique for monitoring the transition from a dilute phase flow.

• procedure / methodology – past simple tense: *e.g.*: Two different heating rates, 0.05 and 1 K/s, were employed to determine kinetic parameters.

• results / findings – past simple tense: e.g.: The results of this study suggested that optimum planting time is very critical for maximum nutrient uptake of the applied fertilizer dose.

• conclusions – present simple tense / modal auxiliaries : The results show, that the proposed model for reservoir operation and waste load allocation can reduce the salinity of the allocated water demands as well as the salinity build-up in the reservoir. This study may lead to a better understanding of flow behaviour of a developer in developing equipment.

Both active and passive verb forms are used in the abstract. Hence, it is recommended to use the passive voice when it is more important to emphasize an action (an object/ an event/ a process) than the person doing the action.

Some hints on how to write the abstract follow:

- The paper/article
  - discusses /deals with …

- analyses/considers/explains/describes/establishes/introduces …
- develops / presents/provides/studies/represents …
- contains / concentrates on .....
- covers / suggests/proposes/shows .....
- demonstrates the feasibility of .....
- opens up a new field/issue
- gives / aims to give a comprehensive account of .....
- offers a solution to .....
- serves as an introduction to .....

- The main objective/goal/purpose of the paper/article is to investigate / to propose .....
- Special attention is / was paid to / was given to……
- This article presents a new approach / proposes a new methodological framework …
- Recent experimental results concerning … are presented
- The results were observed and studied …
- It was found that ...
- The results of this study suggest / indicate / show / confirm ….
- It is spoken in detail about / It is reported that …
- The experiment shows the effectiveness of the proposed method

Common mistakes:

Wrong:

In this paper there/it is presented a novel method of …

This paper presents a novel method of ...

Right:

In this paper, a novel method of ..... is presented.

Introduction

The introduction is a brief section (no more than 1 page usually) designed to inform the reader of the relevance of your

research and includes a short history or relevant background that leads to a statement of the problem that is being addressed. Introductions usually follow a funnel style, starting broadly and then narrowing. They funnel from something known, to something unknown, to the question the paper is asking.

Stage 1 of the introduction, i.e. general field of research in which the problem is set, is considered as a process which can be further subdivided into three steps:

1. generally accepted facts about area of research;
2. facts about subarea within a general area;
3. author's specific topic.

Stage 2 of the introduction, often called literature review. Literature review helps to assure the readers that you are familiar with the latest findings in you topic area. It also shows how your research can contribute to that field of knowledge.

Stage 3 of the introduction is directly derived from reviewing previous research. It indicates a gap, an important aspect of research area which has not been studied yet or needs a completely different approach caused by highly contradictory and complex nature causing disagreement among scientists. Connectors such as **however**, **but** and subordinating conjunctions like **although, while** are used in this stage.

However, little literature is available on temperature effect on CNT growth.

Although many studies have been done on X, little information is known on Y.

While much research has been done on X, little information is known on Y .

Stage 4 of the Introduction, the statement of purpose expresses the intention of the author to solve the problem stated in Stage 3 and fill the gap. The statement of purpose may be oriented either to a) research, e.g. the purpose of the study was to

analyze … or to b) the paper which describes the research, e.g. the purpose of the paper is to analyze … .

- focuses on the overall issue, problem, or question that your research addresses;
- provides sufficient context and background for the reader to understand and evaluate your research, including appropriate visual aids (drawings, etc.);
- defines terms which your reader may not know;
- defines abbreviations that will be used in the report. For example, «The compound action potential (CAP) . . .» In following instances, you may use «CAP» in place of compound action potential;
- develops the rationale for your work: poses questions or research problems and outlines your main research focus.

Methods

The Methods section chronologically describes the process you undertook to complete the research. The method is written as a process description, not as a lab manual procedure. Elements of information that can be included in the Materials and Methods section:

• Overview of the Experiment
• Population/Sample
• Location
• Restrictions/Limiting Conditions
• Sampling Technique
• Procedures
• Materials
• Variables
• Statistical Treatment details experimental procedures;

Results

The Results section describes but does not interpret the major findings of your experiment. The presentation of data may be either chronological, to correspond with the Methods, or in the order of most to least importance. If you make good use of your tables and graphs, the results can be presented briefly in several paragraphs.

- Organize logically and use headers to emphasize the ordered sections.
- Report; don't discuss or interpret. Findings are matters of fact; interpretation fluctuates with perspective, opinion, and current knowledge.
- Reasoned speculation belongs in Discussion; important facts and objective observations that are unambiguously true belong in Results.
- Illustrate and summarize findings: organize data and emphasize trends and patterns with appropriate visuals.
- Integrate visuals with text: the text offers claims and general statements that the visual details support

Discussion

This section offers your interpretations and conclusions about your findings. How do your results relate to the goals of the study, as stated in your introduction, and how do they relate to the results that might have been expected from background information obtained in lectures, textbooks, or outside reading? This is your chance to demonstrate your ability to synthesize, analyze, evaluate, interpret, and reason effectively.

You do NOT need to bring in theories to explain your ideas beyond what you have learned in class. Your readers are looking for well-supported opinions, not for leaps of fancy or mere repetitions of your findings, so you will need to think carefully

about your findings in order to draw conclusions that are neither too narrow nor too broad.

- Interpret your results: evaluate, analyze, explain the significance and implications of your work-generalizations that you can draw from your results, principles that you support/disprove, conclusions about theoretical and/or practical implications.
- Explain key limitations: questions left unanswered, major experimental constraints, lack of correlation, negative results.
- Discuss agreement or contrast with previously published work; explain the significance of the corroboration or disjunction.
- Offer possible alternative hypotheses.
- Offer general conclusions, noting your reasoning and main supporting evidence.
- Recommend areas for future study and explain your choices

When the findings involve a *comparison* the statements are often written using comparative or superlative expressions. *Example*:

A comparison of the concentration profiles for the two adsorbents revealed that the wave fronts were *much sharper* in the case of the Lix sorbent than those for the NaX sorbent.

As represented in Figs. (5) and (6), *the highest values* of a, is obtained in the case of 250 kg/m3 of MP. It can also be observed that for high rotational speeds (up to 30 rpm) the mixtures containing 350 and 250 kg/m3 of MP show *more flowable consistency* than the mixture made with 150 kg/m3. We can also see that *the lowest values* of b are obtained in the case of 250 kg/m3 of MP.

Findings often show the relationship of one variable with another, or relationships among variables. When you report these

kinds of results, it is common to use verbs of correlation or association.

Verbs of correlation / association

to be { correlated with / negatively correlated with / associated with }

not to be { highly / significantly / closely } related to

Example:

Dry weight of top growth *was not closely related* to total nitrogen. It is found that (Dt/D0) at the grinding limit *is correlated with* the tangential force regardless of the operational condition.

Acknowledgment

Sometimes writing acknowledgments is essential. This polite gesture allows you to thank all of the people who helped you with the project, without falling under the category of citations.

Acknowledgment sample for research paper:

This research was supported / partially supported by (Name of Foundation, Grant maker, Donor).

We thank our colleagues from (Name of the supporting institution) who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.

We thank (Name Surname, title) for assistance with (particular technique, methodology)], and (Name Surname, position, institution name) for comments that greatly improved the manuscript.

Appendix

Appendices include the original data taken during the laboratory session. Appendices should be numbered A, B, C, etc.

1) Read the following experimental research paper published in the professional journal «Russian Agricultural Sciences» (2012, vol. 38, no. 4, pp. 262-264) and answer the questions:

1. How many major sections does the paper contain?
2. How are these sections headed?
3. Which heading is not standard?
4. Which of the sections contain figures?
5. Which section is the most detailed? Why?
6. Does the paper include appendices?
7. Do you observe any deviations from the general organization format presented above?

Formation and exhaustion
of spring cereal grains in the Cis-Urals

(S. L. Eliseev, N. N. Yarkova)

Abstract

Data are given on the formation and outflow of grain of new varieties of spring cereals differing in earliness in the Cis-Urals. It is shown that the maximum 1000 grain weight both for varieties and crops is formed in different ripening stages (end of doughy state to middle of wax ripeness). Outflow of caryopsis weight also depends on the variety and crop and begins at a 30% grain moisture content and averages 8–16%.

Keywords

spring wheat barley oats variety 1000 grain weight

INTRODUCTION

According to the data of main researchers (1 – 4). by the middle of wax ripeness of grain with a 35-25% moisture content, the accumulation of dry matter in it ceases and a maximum biological yield is reached. After reaching a maximum 1000 grain weight before harvesting, it often decreases, i.e.. according to the definition of M.S. Dunin and S.K. Temirbekovaya (5), enzymo-mycotic exhaustion of grain occurs. At the Plant Industry Department of the Perm Agricultural Academy, investigations of the outflow of spring wheat grain weight were begun by V. M. Makarova in the middle of the 20th century. They were continued later on spring cereal crops by A.M. Lentochkin (6) and winter rye by S.L. Eliseev (7). It was established that all studied crops are subject to outflow. Losses of 1000 grain weight were 17% for barley, 8-9% for wheat and oats, and 3-21% for winter rye. However, in the meantime this problem is quite important in connection with changing crop varieties.

METHOD

The investigations were conducted on the experiment field of the Perm State Agricultural Academy in 2008 - 2010. A two-factor field experiment was established on shallow heavy loam, moderately cultivated, sod-podzolic soil. Experimental design: factor A. crop: (I) spring wheat. (2) barley. (3) oats: factor B. variety: wheat, early Irgina and midseason Krasnoufimskaya 100; barley, midseason Ekologand Gonar: and oats, mid-early Dens and midscason Fakir. The arrangement of the variants was systematic, by the split- plot method. The record area of the plot was 40 m^2 and replication was fourfold. The formation and outflow of grain was studied in dynamics by the method

developed by V.M. Makarova.

The farming practices used in the experiment were the conventional ones for spring cereals in the Perm krai. Sowing by an SSNP-16 seed drill was done at the optimal agrotechnical times. The sowing rates for spring wheat, barley, and oats were respectively 7, 5, and 6 million germinable seeds/ha. Tending the drops included treatment with the herbicide Agritox. SL (2 kg/ha). Harvesting was carried out by the one-phase method by a Niva SK-5 combine in the hard ripe stage.

The meteorological conditions in the years of investigation were different. Most favorable with respect to moisture and temperature for the development of spring cereals was 2008 (hydrothermal coefficient HTC 1.5); 2009 and 2010 were dry (HTC 1.1 and 1.0).

RESULTS AND DISCUSSION

The maximum 1000 absolute dry grain weight of the crops was formed in different grain ripeness stages (table). For oats, regardless of the studied factors and conditions of the year, it was in the middle wax ripe stage with a grain moisture content of 35-28%: it was 1.9 g more for var. Dens than for var. Fakir. The maximum value of the index for wheat and barley was noted from the end of the doughy state up to wax ripeness of the grain and it depended on the variety and conditions of the year.

The maximum 1000 grain weight for early wheat Irgina was observed in earlier ripeness stages (end of the doughy state to the start of wax ripeness) than for the midseason variety Krasnouflmskaya 100, for which in all years of investigation it formed in middle wax ripeness and was 3 g more. For barley variety Gonar its maximum value was reached at the end of the doughy state (grain moisture content 42%) and start of wax ripeness (39%): for var. Ekolog, simultaneously with it or slightly later, up to middle wax ripeness and was 2.2 g less.

The meteorological conditions during the formation and

filling of grain had a weak effect on the value of 1000 grain weight of the studied varieties. Its weak correlation with the average daily air temperature and HTC was established. Thus, the heredity of the variety has greater significance.

The new wheat, barley, and oats varieties are subject to outflow of grain, revealed earlier on spring cereals by other investigators (1, 6). We observed this process in oats in the grain hard ripe stage, when the loss of 1000 grain weight was 8-10%, and in wheat and barley from the middle wax to hard ripeness depending on variety and conditions of the year. In var. Irgina outflow began at the end of wax to hard ripe stages and in var. Krasnoufimskaya 100 in the middle wax-hard ripe stages.

The value of wheat grain outflow on average during the 3 years reached 16%. The stage of onset of this process in barley didn't depend on the variety: the start was observed from the middle wax to hard ripeness, but its intensity was determined by the conditions of the year. Thus, in 2008 a greater loss of 1000 grain weight was noted in var. Gonar. In drier years (2009 and 2010) outflow in this variety remained at the previous level (13-19%) and increased up to 20- 21% in var. Ekolog.

We can assume that var. Gonar is more plastic than var. Ekolog with respect to this index. On average during the 3-year investigation, outflow of 1000 grain weight in barley was 14.5%. A clear-cut relation between this process and meteorological conditions during grain ripening was not found. We can assume that outflow occurs at high air temperatures, at the same time cumulative precipitation doesn’t have great importance. The amount of outflow depends on its length and grain moisture content and occurs mainly in wheat.

These data indirectly confirm the results of previous investigators (8—10): timely harvesting of barley and wheat variety Krasnoufimskaya 100 in middle wax ripeness and of oats and wheat variety Irgina at the end of wax ripeness of grain is an

important procedure reducing biological losses from outflow and increasing grain yield per unit area.

Thus, in Cis-Urals the formation of 1000 grain weight depends more on the inherited characteristics of the crop and variety than on meteorological conditions. The maximum 1000 absolute dry grain weight of oat varieties and midseason wheat variety Krasnoufimskaya 100 is formed in the middle wax ripe stage (moisture content 35-28%). and in early wheat Irgina and barley varities at the end of the doughy state and start of wax ripeness (moisture content 43-32%). Loss of dry matter in barley and wheat grain was observed every year and in oats in two of the three years. In individual years, the process of outflow in wheat and barley begins already in middle wax ripeness of grain with a moisture content of respectively 30 and 35%: it occurs later in var. Irgina at the end of wax ripeness (grain moisture content 23%). Outflow of oat grain occurs only upon the onset of the hard ripe stage.

Formation of maximum 1000 absolute dry grain weight and outflow depending on crop and variety, average for 2008-2010

Crop, variety	Maximum 1 (KM) grain weight		Outflow of 1000 grain weight	
	stage (grain moisture content, %)	g	stage (grain moisture content, %)	%
Wheat. Irgina	Doughy state—start of wax ripeness (43-36)	35.0	End of wax —hard ripeness (23-14)	16
Wheat. Krasnoufimskaya ICM)	Middle wax ripeness (35-30)	38.0	Middle wax—hard ripeness (30-17)	16
Barley. Ekolog	Doughy state—Middle wax ripeness (42—32)	48.3	Middle wax — hard ripeness (35-20)	14
Barley. Gonar	Doughy state—start of wax ripeness (42—39)	50.5	Middle wax —hard ripeness (34-20)	15
Oat, Dens	Middle wax ripeness (35-30)	29.0	hard ripeness (14)	10
Oat. Fakir	Ditto (35-28)	27.1	Ditto (14)	8

2) Find out what paper section the sentence belongs to.

1. This research was supported by the National Natural Science Foundation of China and International Science and Technology Cooperation Program of China. 2. Magnesium (Mg) is an essential macronutrient required for the normal growth and development of higher plants. original contribution. 3. Aitken RL, Dickson T, Hailes KJ, Moody PW (1999). Response of field-grown maize to applied magnesium in acidic soils in north-eastern Australia. Aust. J. Agr. Res. 50(2): 191-198 4. This meta-analysis from 196 paired datasets evaluated the different yield responses of 49 crop species under Mg fertilization at the southern and northern region of China where 50% soils were Mg-deficient. 5. Fruit and vegetable crops especially grown in southern China are thus highly recommended to supply Mg fertilizers for both high yield and high quality. 6. The averaged crop yield increment of Mg fertilization was 19.2% ± 4.2% in southern China, whereas 11.3% ± 3.5% in northern China (Fig. 3a). Such findings were well fitted with our expectation because soil available Mg content was lower in southern China than that in northern China.	a. Conclusion b. Acknowledgment c. Introduction d. References e. Abstract f. Results and Discussion g. Methods

7. Wind erosion can be measured in wind tunnels and in the field. The use of wind tunnels permits the control of particular conditions, which makes them suitable for studying certain aspects of wind erosion.	

3) On the basis of the titles below, can you define the type of journal papers: experimental research article (A), review article (B) or popular science article (C).

1. Effect of Air Pollution on Chlorophyll Content of Leaves.
2. Chemical powder technology – a new insight into atomic processes on the surface of fine particles.
3. Organic policy in Austria: greening and greenwashing.
4. Influence of Long-Term Fertilization on Crop Production and Soil Quality of a Recent Alluvial Soil.
5. The terror birds of South America.
6. Electrostatics of particles.
7. Application of magnetic particles modified with amino groups to adsorb copper ions in aqueous solution.
8. Will robots inherit the earth?
9. Studies on potential applications of biomass for the separation of heavy metals from water and wastewater.
10. Formation and exhaustion of spring cereal grains in the Cis-Urals.

4) Read and translate the following abstracts. Answer the following questions and propose paper title based on the abstract‘s content:

1. Is the problem significant?
2. What is the purpose of the study?
3. What procedure did the author use?
4. What particular results did the author obtain?

5. What are the conclusions?

1) Potato is a high input intensive and a shallow rooted crop which requires an efficient cropping management to ensure adequate nutrient uptake to attain optimum crop growth. The experiment was conducted with four planting dates (22nd October, 1st, 11th and 21st November) and four fertilizer rates *viz*. 75, 100, 125 and 150% of recommended fertilizer dose in the region for optimum productivity in a randomized complete block design with three replications. Data was recorded on plant height, leaf, and stem weight, and leaf area index and NPK uptake. Planting date had significant effect on all vegetative characteristics and recorded the highest values at 1st November planting date and lowest in 21st November planting date. Maximum uptake of nitrogen, phosphorus and potassium by leaves, stems and tubers was also observed at 1st November planting date. Plant height, leaf area index, leaf and stem weight increased with increase in fertilizer dose. Thus, the results of this study suggested that optimum planting time (1st November) is very critical for maximum nutrient uptake of the applied fertilizer dose to the potato crop under semi-arid conditions.

2) Nitrogen is not only a major nutrient but most often the most limiting nutrient element in lowland ecologies. With the introduction of improved soil and water management ('sawah system) for lowland rice production, a study was conducted to determine the optimum nitrogen rate required. A randomized complete block design arranged in a split plot consisting of five levels of nitrogen as main treatments and three improved rice varieties as sub-treatments was adopted. Results showed that total number of tillers per m2 increased significantly with increasing levels of N as was total dry matter production. However, total number of panicles did not show the same relationship. Total

biomass yield increased significantly and linearly with increasing levels of N. Paddy yield significantly increased from 1.7t ha-1(control) to a maximum of 9.4t ha-1 (90kgN ha-1) before declining to 5.8 t ha-1 (150kgN ha-1) in the order: 0 < 30 < 60 < 150 < 120 < 90kgN ha-1respectively. This result significantly and positively reflected on grain harvest index (GHI) in the order: 0.27 < 0.38 < 0.46 < 0.47 < 0.57 < 0.68 for 0, 30, 60, 150, 120 and 90kgNha-1respectively. Nitrogen at 90 kgN ha-1was therefore recommended.

5) Arrange the parts of the abstracts in the correct order.

1)

____Grab water samples were collected during three flow regimes for the determination of soluble phosphorus (SP), ammonium nitrogen (NH4+-N), nitrate nitrogen (NO3-N) concentrations and their retention in three drainage ditches.

____Tile drainage is a common water management practice in many agricultural landscapes in the Midwestern United States. Drainage ditches regularly receive water from agricultural fields through these tile drains.

____Results also indicated that the study reaches were very dynamic showing alternating increases or decreases in nutrient concentration across the flow regimes. The drainage ditches appeared to be nutrient-rich streams that could potentially influence the quality of downstream waters

____This field-scale study was conducted to determine the impact of tile discharge on ambient nutrient concentration, nutrient retention and transport in drainage ditches.

____Measured nutrient concentration indicated lower SP and NH4+-N, and greater NO3-N concentrations in tile effluents compared to the ditch water. Net uptake lengths were relatively long, especially for NO3-N, indicating that nutrients were generally not assimilated efficiently in these drainage systems.

***2*)**

____The experiments were designed as 5 x 4 factorial in Randomized Complete Block and laid out in split-plots arrangement, replicated three times.

____The use of combined organic manure and inorganic fertilizer, more importantly, 1 t/ha PM + 20 kg N/ha and the cultivation of the NERICA 1 rice variety, are hereby recommended for the farmers in the experimental area.

____Field experiments were conducted at the research field of the National Cereals Research Institute, Badeggi, Niger State, Nigeria.

____Results showed that the application of different combinations of organic manure and inorganic fertilizer resulted in significantly better growth and grain yield (2.51 t/ha for 1 t/ha + 20 kg N/ha urea and 2.26 t/ha for 0.5 t/ha + 40 kg N/ha urea), compared to the none application of any form of soil amendment (control) (1.38 t/ha), with the parameters also varying significantly among the soil amendments.

6) Find a recent issue of a journal with an article reporting on a topic that interests you. Analyze the first page of the paper and answer the questions.

1. What is the title of the paper?
2. Does the paper contain an abstract?
3. How long is it?
4. Does the abstract follow the proposed five-step structure?
5. If not, what kind of information is eliminated?
6. Are there any sentences in which two information elements are combined in one sentence?
7. Identify each sentence for the kind of information presented in it.
8. Is the use of verb tenses correspond to the conventions described?

7) Compare kinds of information included in the Abstract and in the Introduction and the order of their arrangement. Find out the difference in the position of the purpose sentence.

Abstract. The aim of this report was to investigate the inventory control practices in the food and beverage departments at the XYZ Leagues Club. It was found that the practices in the food department were quite informal and somewhat ineffective whereas the beverage department was quite strict in how the whole inventory control activities and procedures were documented and implemented. Recommendations to improve the inventory control activities and procedures in the food department included the establishment of documentation for each stage in the cycle and especially the registration and tagging of items to enable the tracking and rotation of stock.

Introduction. Inventory control or stock control is an essential part of operating a business. Inventory control or stock control, as defined by Waters (1999, p.4) 'consists of all the activities and procedures used to ensure that the right amount of each item is held in stock'. It should begin at the time of purchase and be maintained until the item is actually sold and the revenue for the goods received from the customer. The purpose of this report is to investigate the inventory control practices in the food and beverage departments at the XYZ Leagues club and to make any recommendations for improvement.

8) Match sentences, indicating a gap in the following examples of Introduction (Stage 3), with sentences, stating the purpose (Stage 4).

1. However, even though many studies have reported an increased use of computers in education, there has been very little research reported on the effectiveness of such use.	a) The purpose of this paper is to determine the passive lateral earth pressure distribution on a retaining structure against an inclined cohesive backfill when considering the intermediate principal stress.
2. However, little research on passive earth pressure has been done with respect to the intermediate principal stress. J. Zhang [13] has done some work. Further studies are still necessary to calculate passive earth pressure considering all principal stresses	b) In this paper, experimental and theoretical studies have been conducted on particle size measurement of two kinds of spherical glass beads.
3. However, industrial particles are usually poly-disperse, so it is necessary to prepare reliable reference particles with a known size distribution and physical properties.	c) We propose a new approach to calculate the variations of the molecular areas of some organic molecules as a function of the temperature.
4. However, research on particle charging by impact on thin polymer film is rare and there are many points that are not clear.	d) In this study, we discuss the quality of adsorbed water while controlling its amount.
5. However, the surface area of one molecule adsorbed on a solid substrate is not known with good accuracy.	e) In this paper, particle charging on polymer film is studied and the effect of the thickness of the polymer film on the charge transfer is analyzed.

6. However, changes in the polarity of adsorbed water molecules by milling have not been taken into account.	f) The purpose of the present study is therefore to ascertain the effectiveness of using computer-assisted instruction as compared to traditional classroom instruction in an EAP writing class.

9) Refer back to the experimental research paper that you found for Task 6. Examine the Introduction and answer the questions.

1. Does the Introduction follow the proposed four-stage structure? If not, what stage is eliminated?
2. What is the general area in which the authors are working?
3. What is the subarea of research in which the problem is set?
4. What have you learnt from the previous studies?
5. Can you single out the problem? What signal word to indicate a gap is used?
6. What purpose do the authors of the paper state?
8. Is the statement of purpose oriented to the paper or to the study?
9. Do the authors specify any objectives/ methods/ activities?
10. What verb tenses are used throughout the Introduction?

10) Read and translate the abstract. Identify the information elements and answer the following questions:

1. What elements other than procedures and materials did the author include in this section? (P.22) In what order are they presented?
2. Why do you think the author chose to order the elements in this way?

3. Did you find this procedural description clear and easy to understand?

METHODS

The present study was conducted in Chhindwara block of Chhindwara district of Madhya Pradesh selected purposively because of largest area under potato crops as compared to other blocks of the district.

Lists of progressive potato production villages was obtained from block office and out of them 10 villages were selected randomly. A list of potato growers was prepared from selected villages and 12 potato growers from each village were selected by using simple random sampling method.

Thus, the total 120 potato growers were selected as respondents for the study. The primary data was collected with the help of interview schedule, which was prepared on the basis of objectives of the study. The data were related with the socio-personal, economical and psychological characteristics of potato growers and regarding level of adoption of improved potato production technology. The data were collected and recorded in the form of interview schedule. Keeping the view of the objectives of the study and to draw logical inferences, statistical tools like frequency, percentage, mean, rank order and chi-square test were used for analyzing and interpretation of data.

11) Rearrange the paragraphs of the Materials and Methods section in the correct order.

a. _____It is important to note that the extract to be tested was added to each tube immediately before placing the tube into the spectrophotometer. 1.0 ml of catecholase extract was pipetted into tube 2. Tube 2 was immediately inverted and placed in the spectrophotometer. The absorbance was read and recorded for time zero (t0), the ten minute mark (t10), and each minute in

between. Tube 2 was removed from the spectrophotometer and the same measurements were taken for tube 3 and tube 4 using the same protocol.

b. _____In preparing the catecholase extract, a potato was skinned, washed, and diced. 30.0 g of the diced potato and 150 ml of distilled water were added to a kitchen blender and blended for approximately two minutes. The resulting solution was filtered through four layers of cheese cloth. The extract was stored in a clean, capped container.

c. _____Four individually labeled spectrophotometer tubes were prepared using different amounts of the following reagents: a buffer of pH 7, a 0.1% catechol substrate, and distilled water. The wavelength of the Spectronic 20 spectrophotometer was set at 540 nm. To calibrate the specrophotometer at zero absorbance, a blank control tube prepared with no catechol substrate and labeled «tube 1» was inverted and inserted into the spectrophotometer.

12) Read the following Results and Discussion section from a research paper and answer the questions.

RESULTS AND DISCUSSION

The mean scores obtained as per components wise of the technology regarding adoption of improved potato production technology were given in the table. It is clear from the table that the mean scores of various technical components of improved potato production technology were ranged from 1.23 to 7.23. The potato growers were having higher mean scores than the overall mean. They were seed sowing as it received first rank, followed by field management, plant protection management and harvesting management. The technological components which have lower mean scores than the overall mean were fertilizer management, which received fifth rank, followed by weed management, irrigation management and storage management. Thus it can be concluded that important technological

components to the potato grower were seed sowing management, field management, plant protection management, harvesting management. While the less important technological components to the potato growers were fertilizer management, weed management, irrigation management and storage management.

The data shows out of total potato growers, 56.67 per cent potato growers had low adoption level of improved practices followed by 33.33 per cent had medium adoption level and only 10.00 per cent had high adoption level of improved practices respectively. *= significant at 0.01% level probability, **= significant at 0.05% level of probability. The results of chi-square test analysis in the above table revealed that characteristics namely age, education, farming experience of potato, innovativeness and knowledge level were positively and significantly (0.001% level) associated to adoption level of potato growers. On the other hand, characteristics namely farm power, social participation, economic motivation, risk preference, extension participation and mass media exposure positively and significantly (0.05%level) associated to adoption level of potato growers. The socio-economic and psychological characteristics namely caste, type of family and information seeking behaviour of potato growers was found to be non-significantly associated. These findings were supported by Sharma et al. (2007), Dhakad (2009), Yadav (2010).

1. What is the purpose of writing the Results and Discussion section?
2. What typical elements of information can be included in the Results and Discussion section
3. What differentiates the Methods section from Results?
4. What verb tenses are conventionally used to present findings?
5. What verb tenses do we choose to comment on the results?

13) Read the following Conclusion section and identify which verb tense / verb forms are represented by the underlined words in each sentence. What verb tenses are used to summarize findings?

CONCLUSION

On the basis of results of this study, it may be concluded that higher number (56.67%) of potato growers had low adoption level. The study further revealed that the characteristics namely age, education, farming experience of potato, innovativeness and knowledge level (0.01% level) and farm power, social participation, economic motivation, risk preference, extension participation and mass media exposure (0.05% level) were positively and significantly associated. On the other hand caste, type of family and information seeking behaviour of potato growers was found to be non-significantly associated. This study also concluded that important technological components to the potato grower were seed sowing management, field management, plant protection management and harvesting management. While the less important technological components to the potato growers were fertilizer management, weed management, irrigation management and storage management.

14) Write a short, four-paragraph research paper with one paragraph for each of the sections – introduction, methods,

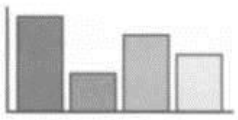
results and discussion, conclusion – from available data. Use the phrases from Appendix 1.

Unit 3. Using visual aids in the research paper.

Diagrams are visual ways of presenting data concisely. They are often also called figures. In an academic article they are usually labelled **Fig. (Figure) 1**, **Fig. 2**, etc.

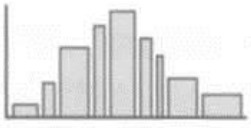
pie chart

A **pie chart** is a circle divided into segments from the middle (like slices of a cake) to show how the total is divided up. A key or legend shows what each segment represents. A pie chart uses percentages to compare information. Percentages are used because they are the easiest way to represent a whole.



bar chart

A **bar chart** is a diagram in which different amounts are represented by thin vertical or horizontal bars which have the same width but vary in height or length. With bar charts, each column represents a group defined by a categorical variable.



histogram

A **histogram** is a kind of bar chart but the bar width also varies to indicate different values. Each column represents a group defined by a quantitative variable.

Number	Amount
1	10
2	5
3	20

table

A table is a grid with columns and rows of data**.**

cross-section

A **cross-section** is something, or a model of something, cut across the middle so that you can see the inside. A cross-section of the earth's crust, for example, shows the different layers that make it up. A label gives the name of each part of the cross-section. Cross-section can also be used to mean a small group that is representative of all the different types within the total group (e.g. the survey looked at a cross-section of society).

flowchart

A **flowchart** is a diagram which indicates the stages of a process.

Graphs are drawn by plotting points on them and then drawing a line to join adjacent points. If there are two lines on a graph - separate lines, then the lines would probably cross or intersect at various points. Lines that run parallel to one another never intersect.

Graphs show how numbers *increase* or *decrease*. Numbers can also be said to *rise* or *grow* and *fall*, *drop* or *decline*. The nouns rise, growth, fall, drop and decline, like increase and decrease are followed by **in** (to explain what is rising) or **of** (to explain the size of the change), e.g. a rise of 10% in the number of cars. Other verbs used about growth include *double* (grow to twice the size, opposite = *halve*), *soar* (rapid movement upwards, opposite = *plummet*), *multiply* (grow rapidly to a very large number), *appreciate* (expresses a number in relation to

another number, opposite = *depreciate*) and *exceed* (opposite = *fall below*).

Vocabulary to represent graphs/diagrams

Starting	Presentation Type	Verb	Description
The given / The supplied / The presented / The shown / The provided	diagram / table / figure / illustration / graph / figure / chart / flow chart / picture/ presentation/ pie chart / bar graph/ line graph / table data/ data / information	shows / represents / depicts / illustrates / presents/ gives / provides / describes / compares/ shows / figures / gives data on / gives information on/ presents information about/ shows data about	the comparison of …. the differences …. the number of …. information on …. data on …. the proportion of…. the amount of …. information on...

Example: The provided diagram shows data on employment categories in energy producing sectors in Europe starting from 1925 to 1985.

Trends	Verb form	Noun Form
Increase	rise / increase / go up / uplift / rocketed / climb / upsurge / soar	a rise / an increase / an upward trend / a growth
Decrease	fall / decrease / decline / plummet / plunge / drop / reduce	a fall / a decrease / a reduction / a downward trends /a downward tendency / a decline/ a drop
Steadiness	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness/ a plateau / a stability/ a static
Gradual Increase	------	an upward trend / an upward tendency / a ceiling trend

Gradual decrease	------	a downward trend / a downward tendency / a descending trend
Standability	leveled off / remained constant / remained unchanged / remained stable / prevailed consistency / plateaued / reached a plateau / stayed uniform /immutable /	------

Example:

1. The overall sale of the Company has increased by 20% at the end of the year.
2. The expenditure of the office remained constant for the last 6 months but the profit rose by almost 25%.
3. There was a 15% drop in the student enrollment of the University.
4. The population of the country remained almost the same as it was 2 years ago.

Type of Change	Adverb form	Adjective form
Rapid change	dramatically / rapidly / sharply / quickly / hurriedly / speedily / swiftly	dramatic / rapid / sharp / quick / hurried / speedy / swift
Moderate change	moderately / gradually / progressively / sequentially	moderate / gradual / progressive / sequential
Slight change	slightly / slowly / mildly / tediously	slight / slow / mild / tedious

Example:

1. The economic inflation of the country increased sharply by 20% in 2008.
2. There was a sharp drop in the industrial production in the year 2009.

3. The demand for new houses dramatically increased in 2002.

List with phrases to describe charts

- The pie chart is about ...
- The bar chart deals with ...
- The line graph (clearly) shows ...
- The slices of the pie chart compare the ...
- The chart is divided into ... parts.
- It highlights ...
- ... has the largest (number of) ...
- ... has the second largest (number of) ...
- ... is as big as ...
- ... is twice as big as ...
- ... is bigger than ...
- more than ... per cent ...
- only one third ...
- less than half ...
- The number ... increases/goes up/grows by ...
- The number ... decreases/goes down/sinks by ...
- The number ... does not change/remains stable
- I was really surprised/shocked by the ...
- So we can say ...

1) Answer the questions:

1. What is the difference between a pie chart and a bar chart?
2. What would be the best type of diagram to present the different layers of rock in the Grand Canyon?
3. When is cross-section used?
4. What is the difference between a histogram and a bar graph?
5. What would be the best type of diagram to present the different stages in a research project you did?

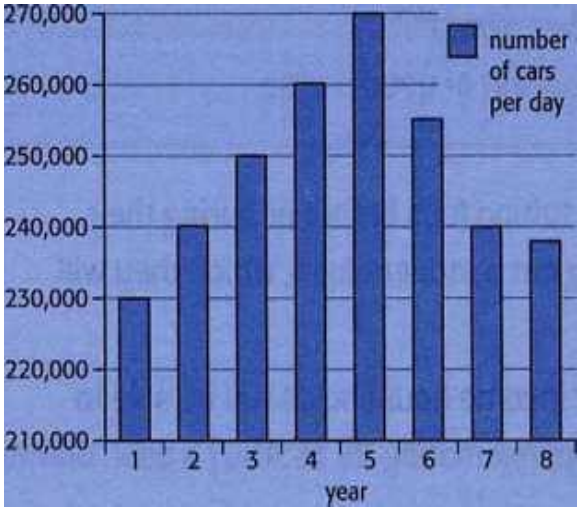
6. What type of data collection are you doing if you survey the first 50 people you come across?
7. What do two lines on a graph do if they intersect and they run parallel to each other?

2) Choose words from the box which are the opposite to each of the following words.

decline	decrease	halve	escalate	expand
fall	get worse	plummet	go down	improve	peak

1. rise - _____
2. climb - _____
3. get better - _____
4. increase - _____
5. shrink - _____
6. go up - _____
7. collapse - _____
8. deteriorate - _____
9. hit bottom - _____
10. double - _____
11. soar - _____

3) Change the sentences using words with the same meanings as the words in bold.



1. The chart … the number of cars entering the downtown area of West City each day over an eight-year period (years 1-8).
2. The totals are listed on the … axis *(give two answers),* while the years are listed on the … axis *(give two answers).*
3. To the right of the graph we see the … .
4. The number of cars … over the period.
5. The total rose in the first few years and …. a … in year 5, after which the numbers started to … .
6. This can be … by the … that a new mass transit railway was opened in year 6, which is a … illustration how good public transport can dramatically affect car use.

4) Choose the most appropriate words.

1. We then estimated the unemployment rate that would have arisen / give rise to / raised / risen by 15% or more if those measures had not been introduced.

2. However, we did not include these samples. In fact, including them would have arisen / give rise to / raised / risen an overrepresentation of…

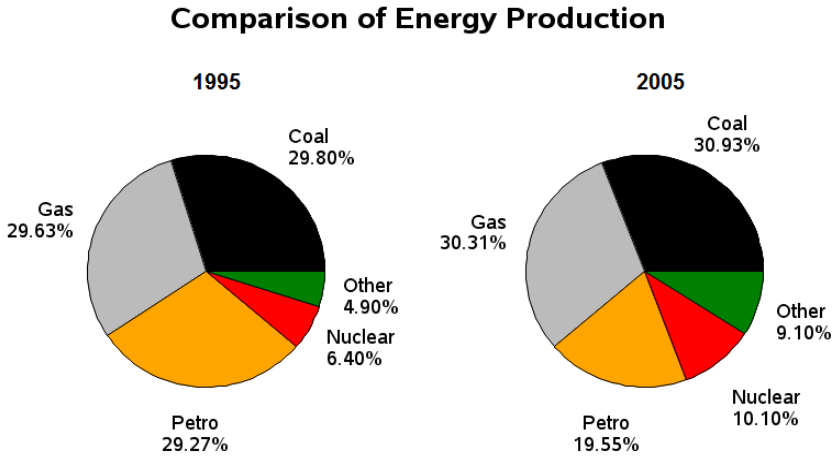
3. In these cases the government should have arisen / give rise to / raised / risen taxes rather than…

4. Inflation could have arisen / give rise to / raised / risen to 12% if the Central Bank had not intervened.

5. Inflation has arisen / give rise to / raised / risen . Social problems have arisen / give rise to / raised / risen due to the consequent high levels of unemployment, which has arisen / give rise to / raised / risen violence across the country.

6. The proofreaders of the document have arisen / give rise to / raised / risen several issues with regard to the use of English. These issues seem to have arisen / give rise to / raised / risen from the fact that there are a considerable number of grammatical errors. In fact the number of such complaints about our documents has arisen / give rise to / raised / risen dramatically.

5) Complete the text with information obtained from the given pie charts.



The two pie charts illustrate … types of energy production in France in … and …..

Overall, in both years, the most significant sources of energy were gas and … , which together accounted for over half the production of energy, while nuclear and other kinds of energy sources generated the least amount of energy in France. In all types of energy production there was only minimal change over the … year period.

Energy produced by coal comprised of …. in the first year and this showed only a very slight increase of about a mere 1% to …. in ….

Likewise, in … , gas generated … which rose marginally to 30.1% ….years later.

With regards to the remaining methods of producing energy, there was an approximate … growth in production from both … power and other sources to 10.10% and 9.10% respectively.

… , on the other hand, was the only source of energy which decreased in production from … in 1995 to around a fifth (19.55%) in … .

6) The table below gives information about water consumption in two different countries. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Country	**Population**	**Irrigated land**	**Water consumption per person**
Brazil	176 million	26,500 km²	359 m³
Democratic Republic of Congo	5.2 million	100 km²	8 m³

Unit 4. Working with sources. Citing & Referencing.

When you begin your research it is important that you record the details of all the information you find. You will need these details to provide accurate references, and to enable you to locate the information again at a later date, should it be necessary to do so referencing is an acknowledgement that you have used the ideas and written material belonging to other authors in your own work. As with all referencing styles, there are two parts: **citing**, and the **reference list**.

Referencing is crucial to you to carry out successful research, and crucial to your readers so they can see how you did your research. Knowing why you need to reference means you will understand why it is important that you know how to reference.

What is referencing?

1. Accurate referencing is a key component of good academic practice and enhances the presentation of your work: it shows that your writing is based on knowledge and informed by appropriate academic reading.
2. You will ensure that anyone reading your work can trace the sources you have used in the development of your work, and give you credit for your research efforts and quality.
3. If you do not acknowledge another person's work or ideas, you could be accused of **plagiarism**.

You should include a reference for all the sources of information that you use when writing or creating a piece of your own work.

What is a citation?

When you use another person's work in your own work, either by referring to their ideas, or by including a direct quotation, you must acknowledge this in the text of your work. This acknowledgement is called a **citation**.

Your citation should include:

1. The author or editor of the cited work
2. The year of publication of the cited work

A recent study investigated the effectiveness of using Google Scholar to find medical research (Henderson, 2005).

or

Henderson (2005) has investigated the effectiveness of Google Scholar in finding medical research

You should provide an in-text citation for any images, illustrations, photographs, diagrams, tables or figures that you reproduce in your work, and provide a full reference as with any other type of work.

They should be treated as direct quotes in that the author(s) should be acknowledged and page numbers shown; both in your text where the diagram is discussed or introduced, and in the caption you write for it.

In-text citation:

Table illustrating checklist of information for common sources (Pears and Shields, 2008:p.22).

or

'Geological map of the easternmost region of São Nicolau' (Ramalho et al, 2010:p.532).

When you are reading an article, book or other source, you may find that the author cites the work of still another person. If you want to cite this secondary work as well, but you are not able to locate the original source for yourself, you have to cite it through the first author's reference, which is called secondary

referencing. When citing you should state – «B is cited by A», or «A cites B». However, you don't need to include the author B in your reference list, only the source you have read.

Tips on good quotation practice

Quotations longer than two lines should be inserted as a separate, indented paragraph.

Smith (2004) summarizes the importance of mathematics to society and the knowledge economy, stating that: «Mathematics provides a powerful universal language and intellectual toolkit for abstraction, generalization and synthesis. It is the language of science and technology. It enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living» (p.11).

You will be expected to develop your writing skills, and this includes being able to discuss and demonstrate an understanding of other people's work and ideas in your own words. This is called **paraphrasing**. It is much better to paraphrase than to use many quotations when you write.

How can I write a good paraphrase?

- Read the sentence and then look away and try to write down the main points in your own words.
- Read the sentence you want to use many times so you understand what the sentence is really saying.
- Identify the main points then look away and try to write it in your own words.
- Try to move the sentence style around and state the sentence in the opposite order.

- At the end of the paraphrase, make sure that you put down a citation.
- Now check your paraphrase to make sure that you have retained the true meaning.
- Don’t copy the style or wording of the original author, use synonyms but also switch around the sentence structure and write it in your own style.

Original Text / Quotation:

«The big picture is about knowledge building: each piece of reported research adds to the collective construction of knowledge. Research serves as the foundation on which new contributions to knowledge are built. Without citation, there is no reliable and organized system for knowledge building, no mortar for securing the foundation» (Walker and Taylor 9).

Paraphrase:

Walker and Taylor emphasize that the real reason why we cite sources we have consulted is to contribute to the creation of shared knowledge. The research of others is the base on which new understanding is established. If we did not cite the work of others, there would be no accepted method «for knowledge building» (9).

1. Names of the authors signal where the paraphrase begins & the page reference shows where it ends.
2. Quotation marks show where the original wording has been used.

How do I write a reference list?

Referencing means giving a full description of each source you have cited in the text, in a list of references or bibliography, at the end of your work:

- Write the list in alphabetical order: put the first author’s last name first and then his/her initials. Include the names and

initials of all authors or, if there are more than two authors, use the abbreviation *et al*. after the first author's name. Arrange any references with the same author by the year of publication, beginning with the oldest.

- When you have used more than one piece of work by the same author, in your reference list you should list the works in date order, beginning with the most recently published work.
- Titles should be italicised for books, reports and conference proceedings. For journal articles, the title of the journal (not the title of the journal article) should be printed in italics.
- Capitalise the first letter of each author's last name and each initial. Also capitalise the first letter of the publication title written in italics, the first letters of all main words in the title of a journal and all first letters of a place name and publisher.

Example of a reference list

1. Andrews, J. R. et al. 2012. Physical rehabilitation of the injured athlete. 4th ed. Philadelphia: Elsevier Saunders. (**Book**)

2. Ang, L. and Taylor, B. 2005. Managing customer profitability using portfolio matrices. Journal of Database Marketing and Customer Strategy Management 12(5), pp. 298-304. (**Journal article**. You can reference both print articles and their electronic equivalents in this way).

3. Ballinger, A. and Clark, M. 2001. Nutrition, appetite control and disease. In: Payne-James, J. et al. eds. Artificial nutrition support in clinical practice. 2nd ed. London: Greenwich Medical, pp. 225-239. (**Chapter from an edited book**. Begin with the author and title of the chapter. Also, provide the chapter page numbers).

4. Benoit, B. 2007. G8 faces impasse on global warming. Financial Times 29 May 2007, p. 9. (**Newspaper article**. Include

the day and month of publication. Online versions can also be referenced like this).

5. European Commission. 2004. First report on the implementation of the internal market strategy 2003-2006. Luxembourg: Office for Official Publications of the European Communities. (**Report.** If there is no individual author, use the name of the organization).

6. Fledelius, H.C. 2000. Myopia and significant visual impairment: global aspects. In: Lin, L.L.-K. et al. eds. Myopia Updates II: Proceedings of the 7th International Conference on Myopia. Taipei, 17-20 November, 1998. Tokyo: Springer, pp. 31-37. (**Conference paper**. Include the date and location of the conference).

7. Garcia-Sierra, A. 2000. An investigation into electronic commerce potential of small to medium-sized enterprises. PhD Thesis, Cardiff University. (**PhD thesis**. For a Master's level work, you'd write 'MSc/MA Dissertation').

8. Merchant, A.T. 2007. Diet, physical activity, and adiposity in children in poor and rich neighbourhoods: a cross-sectional comparison. *Nutrition Journal* [Online]. Available at: http://www.nutritionj.com/content/pdf/1475-2891-6-1.pdf [Accessed: 10 May 2007]. (**Electronic journal article**. If a journal is only available online, use this instead of journal article. Journal issue numbers and pages may be omitted if not available).

9. Thompson, B. 2006. Why the net should stay neutral [Online]. Available at: http://news.bbc.co.uk/1/hi/technology/4594498 [Accessed: 10 May 2007]. (**Web page**. See additional notes for web sources on page 4).

What is a bibliography?

There may be items which you have consulted for your work, but not cited. These can be listed at the end of your

assignment in a «bibliography». These items should be listed in alphabetical order by author and laid out in the same way as items in your reference list. If you can cite from every work you consulted, you will only need a reference list. If you wish to show to your reader (examiner) the unused research you carried out, the bibliography will show your extra effort.

Always check the guidance you are given for coursework, dissertations, etc., to find out if you are expected to submit work with a reference list and a bibliography. If in doubt, ask your lecturer or supervisor.

Other points

To find out when a book was published look at the back of the title page. This page will contain details of the publisher and the publication date. If there is more than one date, use the latest publication date, not the latest reprint date. This is often located next to the © symbol.

If no publication date is given put [no date] in the citation and the reference, e.g. (Smith [no date]).

The back of the title page will also tell you the edition of the book. If the book you are acknowledging is not the first edition, state this in the full reference but not in the citation in your text. e.g.:

Kattàn-Ibarra, J. and Pountain, C.J. 2003. Modern Spanish grammar: a practical guide. 2nd ed. London: Routledge.

Web sources. Referencing a web source can be difficult. If no author is given, web pages can be referenced by the organization responsible or by the title instead. A good web site should, however, have sufficient ownership information to enable you to cite it. If no ownership is detectable, you should question whether the source is of sufficient quality.

Ideally you should aim to include the following information:

Author (if available) or Organisation. Publication Date. Document title [online]. Place: Publisher (if available). Available at: web address of document [Accessed: date you viewed the site]. e.g. Lane, C. et al. 2003. The future of professionalised work: UK and Germany compared [Online]. London: Anglo-German Foundation for the Study of Industrial Society. Available at: http://www.agf.org.uk/pubs/pdfs/1232web.pdf [Accessed: 5 July 2007].

If an electronic source has no page numbers you can identify a quotation by giving a paragraph number in your citation instead, e.g. (Koernig 2003, para. 17).

Avoiding Plagiarism

Most common forms of plagiarism

1. Copy directly from another source without presenting it as a quote or providing a reference.
2. Use ideas from another source without providing a reference.
3. Use too many words from another source when paraphrasing.
4. Submit someone else's work or ideas as your own.
5. Include a diagram, image or data table from another source without providing a reference.

Good note-taking habits

1. Before you begin taking notes, write down all the details that you will need to cite and reference the source appropriately in your work.
2. Instead of copying the text, read a section or page and then write a summary of it in your own words.
3. If you need to copy or paraphrase the author's words very closely, develop a method of indicating this clearly in your notes to help you remember. You could use: Different coloured

pens «Quotation marks», Coding system e.g. [quote] = a direct quote

4. Adopt a similar method to clearly distinguish your own ideas from the author's.

1) Match a reference to the resource type.

1. Rogers, K. (2009). Leadership giftedness: Is it innate or can it be developed? In L. Shavinina (Ed.), International handbook on giftedness (pp. 633-645). Houten, Netherlands: Springer Netherlands. doi: 10.1007/978-1-4020-6162-2_31

This resource is a(n): a) Chapter in edited ebook, b) Journal article, c) Online newspaper article, d) Ebook.

2. Godfrey, D. (2005). Adapting historical citations to APA Style. Journal of Broadcasting & Electronic Media, 49(4), 544-547. doi: 10.1207/s15506878jobem4904_15

This resource is a(n): a) Online journal article, b) Chapter in edited ebook, c) Research report, d) Online newspaper article.

3. Brody, J. E. (2007, December 11). Mental reserves keep brain agile. The New York Times. Retrieved from http://www.nytimes.com

This resource is a(n): a) Online newspaper article, b) Research report, c) Web page, d) Blog post.

4. BC Hydro. (2013). Environmental impact statement executive summary. Retrieved from Canadian Environmental Assessment Agency website: http://www.ceaa-acee.gc.ca/050/documents_staticpost/63919/85328/Executive_Summary.pdf

This resource is a(n): a) Online technical or research report, b) Web page, c) Online newspaper article, d) Wiki posting

5. Royal Roads University. (n.d.). Create a preliminary document plan. Retrieved from http://library.royalroads.ca/writing-centre/writing-essay-start-here/create-preliminary-document-plan

This resource is a: a) Web page, b) Blog post, c) Wiki post, d) Technical or research report

6. How to write an essay. (n.d.). Retrieved October 28, 2014, from http://www.wikihow.com/Write-an-Essay

This resource is a: a) Wiki post, b) Blog post, c) Web page, d) Online journal article

7. Hume-Pratch, J. (2014, July 25). How to use the new DOI format in APA Style [Blog post]. Retrieved from http://blog.apastyle.org/apastyle/2014/07/how-to-use-the-new-doi-format-in-apa-style.html

This resource is a: a) Blog post, b) Wiki post, c) Web page, d) Online technical or research report.

8. Senge, P. (2006). The fifth discipline: The art & practice of the learning organization. New York, NY: Doubleday.

This resource is a: a) Print book, b) Ebook, c) Chapter in a print book, d) Chapter in an ebook.

2) Correct the mistakes in the following references:

1. According to Wong (2001, p.16), he states that the Internet is a useful research tool.
2. Wong (2001, p.16), he states that the Internet is a useful research tool.
3. Wong states that the Internet is a useful research tool (p.16).
4. Wong (2001, p.16) says that the Internet is a useful research tool.
5. Wong (2001, p.16) state that the Internet is a useful research to
6. Wong, D. (2001, p.16), states that the Internet is a useful research tool.
7. «The Internet is a useful research tool», Wong (2001, p.16).
8. Wong (2001, p.16) claims that the Internet is a useful research tool.
9. Wong (January 1, 2001, p.16) claims that the Internet is a useful research tool.

3) There is at least one mistake in every entry. Correct them and check your answers.

1. Brett, P. 1994. A genre analysis of the results sections of sociology articles. *English for Specific Purposes, 13,* 47-59.

2. Bridgeman, B., & Carlson, S. B. Survey of academic writing tasks. *Written Communication, 1*, 247-280.

3. Campbell, A. F. (1983). Organise your English. London: Hodder and Stoughton.

4. Clyne, M. (1983). Culture and discourse structure. In Smith L. E.(Ed.), *Readings in English as an international language* (pp. 163-167). London: Prentice Hall.

5. Collinson, D. J. (1982). *Writing English.* Wildwood House.

6. Dudley-Evans, A. (1984). «A preliminary investigation of the writing of dissertation titles». In G. James (Ed.), *The ESP classroom: Methodology, materials and expectations* (pp. 40-46). Exeter: University of Exeter.

7. Cookson, L. (1984). *Writing*. London: Hutchinson. Grellet, F. (1981). *Developing reading skills.* Cambridge.

8. Hamp-Lyons, L. & K. B. Courter (1984). *Research matters.* Rowley, Mass.: Newbury House.

9. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing.* Cambridge University Press, Cambridge.

10. Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved from http://www.nytimes.com

11. American Dietetic Association. (2004). EatRight.org Home Page. Retrieved June16, 2004.

4) Choose the correct reference for this resource:

«Adapting Historical Citations to APA Style» is a journal article by Donald Godfrey that was published in 2005 in the *Journal of Broadcasting & Electronic Media*. The journal's volume number is 49, the issue number is 4, and the page range in the journal where the article can be found is pages 544-547. The DOI for the article is 01.1207/s15506878jobem4904_15.

A. Godfrey, D. (2005). *Adapting Historical Citations to APA Style*. Journal of broadcasting & electronic media, 49(*4*), 544-547. DOI: 01.1207/s15506878jobem4904_15.

B. Godfrey, D. (2005). Adapting historical citations to APA Style. *Journal of Broadcasting & Electronic Media*, *49*(4), 544-547. doi: 01.1207/s15506878jobem4904_15

C. Godfrey, D. (2005). Adapting historical citations to APA Style. *Journal of broadcasting & electronic media*, 49(4),

544-547. DOI: 01.1207/s15506878jobem4904_15.

«Leadership giftedness: Is it innate or can it be developed?» is a chapter written by Karen Rogers. The chapter was published in 2009 in International Handbook on Giftedness, which is an edited book. The chapter appeared on pages 633-645, the editor of the book was Larisa Shavinina, and the DOI for the chapter is 10.1007/978-1-4020-6162-2_31. The book's publisher was Springer Netherlands, and the publisher's location is Houten, Netherlands.

A. Rogers, K. (2009). Leadership giftedness: Is it innate or can it be developed?. In L. Shavinina (Ed.), *International Handbook on Giftedness* (pp. 633-645). Houten, Netherlands: Springer Netherlands. doi: 10.1007/978-1-4020-6162-2_31

B. Rogers, K. (2009). "Leadership giftedness: Is it innate or can it be developed?". In Shavinina, L. (Ed.), International Handbook on Giftedness (pp. 633-645). Houten, NL: Springer Netherlands.

C. Rogers, Karen. (2009). Leadership Giftedness: Is It Innate or Can It Be Developed?. In L. Shavinina (Editor), International handbook on giftedness (pp. 633-645). Houten, Netherlands: Springer Netherlands. DOI: 10.1007/978-1-4020-6162-2_31

5) Which paraphrase is acceptable and which contains plagiarism? Why?

Source: Morris, Desmond. Manwatching. New York: Abrams, 1977: 131.

Original

Unfortunately, different countries have different ideas about exactly how close is close. It is easy enough to test your own

«space reaction»: when you are talking to someone in the street or in any open space, reach out with your arm and see where the nearest point on his body comes. If you hail from Western Europe, you will find that he is at roughly fingertip distance from you. In other words, as you reach out, your fingertips will just about make contact with his shoulder. If you come from Eastern Europe, you will find you are standing at «wrist distance». If you come from the Mediterranean region, you will find that you are much closer to your companion, at little more than «elbow distance».

Paraphrase №1

Regrettably, different nations think differently about exactly how close is close. Test yourself: when you are talking to someone in the street or in any open space, stretch your arm out to measure how close that person is to you. If you are from Western Europe, you will find that your fingertips will just about make contact with the person's shoulder. If you are from Eastern Europe, your wrist will reach the person's shoulder. If you are from the Mediterranean region, you will find that you are much closer to your companion, when your elbow will reach that person's shoulder (Morris 131).

Paraphrase №2

People from different nations think that «close» means different things. You can easily see what your reaction is to how close to you people stand by reaching out the length of your arm to measure how close someone is as the two of you talk. When people from Western Europe stand on the street and talk together, the space between them is the distance it would take one person's fingertips to reach to the other person's shoulder. People from Eastern Europe converse at a wrist-to-shoulder distance. People

from the Mediterranean, however, prefer and elbow-to-shoulder distance (Morris 131).

6) Decide whether the paraphrased passages are acceptable or unacceptable. If unacceptable, say why.

Original Source

A key factor in explaining the sad state of American education can be found in over bureaucratization, which is seen in the compulsion to consolidate our public schools into massive factories and to increase to mammoth size our universities even in underpopulated states. The problem with bureaucracies is that they have to work hard and long to keep from substituting self-serving survival and growth for their original primary objective. Few succeed. Bureaucracies have no soul, no memory, and no conscience. If there is a single stumbling block on the road to the future, it is the bureaucracy as we know it. Edward T. Hall, Beyond Culture, Anchor Publishing, 1977, p. 219.

Paraphrase 1

American education is overly bureaucratic. This is manifest in the increasing size of educational institutions, even in small states. Bureaucracies are bad because they tend to work to promote their own survival and growth rather than that of the institution, as was their initial objective. Most bureaucracies fail because they have a conscience or a soul. I believe that bureaucracies are the biggest stumbling block on the road to the educational future.

Paraphrase 2

Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. Bureaucracies have to work long and hard to keep from promoting their own survival rather than the educational goals that were their primary objective.

Paraphrase 3

Bureaucratization has proved to be a major stumbling block on the road to our educational future. American institutions have become factories that are more conducive to the growth of bureaucratic procedures than to the growth of the students who attend them. This means that, as In Hall's (1977) opinion today's educational institutions «have no soul, no memory, and no conscience».

Paraphrase 4

Hall (1977) discusses the problems posed by the increasing bureaucratization of American educational institutions. Hall maintains that over bureaucratization is one of the key factors governing the state of education in America today. He points to the tendency of bureaucracies to promote their own growth and survival first and foremost, and observes that few overcome that tendency. He believes that this is responsible for the fact that many public schools bear a closer resemblance to factories than to educational institutions. In Hall's (1977) words, «Bureaucracies have no soul, no memory, and no conscience» (p. 219).

7) Write a reference list for the following sources.

- A book published in 1991 in Oxford written by Professor John Sinclair. The title of the book is: Corpus, concordance and collocation and the publisher was Oxford University press.
- Jonathan Mills wrote this newspaper article. It was in the Guardian newspaper on Saturday November 6th this year. The title is: Divorced couple fights for frozen embryos.
- An article in the journal: Applied linguistics. It was written in 1985 by E Bialystock and M Sharwood-Smith. The title of the article is: Interlanguage is not a state of mind. It was published in volume 6 and it is from page 101 to page 117.
- A book by Lyle Bachman and Adrian Palmer written in 1996. The title is: Language testing in practice. It is published by Oxford University Press in Oxford.
- A website with no author or date. We used the webpage on January 16, 2009. Title: WWW user survey. The URL is http://www.usersurvey.www/webpages

Bibliography

1. Мюллер В. Большой англо-русский словарь. Complete English-Russian dictionary: 180000 слов. М.: Цитадель-трейд: М.: РИПОЛ классик, 2005. 831 с.
2. Новиченко Н. М. Грамматика английского научного текста в таблицах и упражнениях: учебно-методическое пособие для аспирантов и соискателей. Минск Институт подготовки научных кадров НАН Б, 2006. 160 с.
3. International Journal of Agricultural Sciences [Электронный ресурс] – Режим доступа: http://internationalscholarsjournals.org. (Дата обращения: 18.11.2016)
4. New Agriculturist [Электронный ресурс] – Режим доступа: http://www.new-ag.info. (Дата обращения: 18.11.2016)
5. Processes for Writing Abstracts [Электронный ресурс] – Режим доступа: http://writing.colostate.edu. (Дата обращения: 15.12.2016)
6. Studying Plant Breeding [Электронный ресурс] – Режим доступа: http://cropsci.illinois.edu. (Дата обращения: 18.11.2016)

Appendix 1. Useful language

Topic / Theme of Research

The theme of our investigation is …	Темой нашего исследования является
The theme of our exploration is devoted to …	Тема нашего исследования посвящена …

Relevance of the Topic (Motivation for the Study)

The problem of … is one of the most important.	Проблема … одна из самых важных.
The actual range of problems is much wider.	Реальный круг проблем гораздо шире.
The problem of … has not lost its topical significance.	Проблема не потеряла своей актуальности …
The problem became more acute, it took a new form.	Проблема стала более острой, она приобрела новую форму.
The problem requires a detailed study.	Эта проблема требует детального изучения.
The question of … has become acute.	Вопрос … стал особенно актуальным.
Much has been done in the field of … but undoubtedly much remains to be done in it.	Много было сделано в области …, однако, несомненно, многое еще предстоит сделать.
Although a number of issues have been analyzed and discussed much remains to be done in the field of …	Несмотря на то, что ряд вопросов был проанализирован и обсужден, многое еще предстоит сделать в этой области …

The problem has not received all the attention it deserves.	Проблема не получила должного внимания.
At present there is a growing interest in …	В настоящее время наблюдается повышенный интерес к …
The problem arises (is / was raised) in connection with …	Эта проблема встает ставится / ставилась) в связи с тем, что …

Object of Research

The object of our exploration is …	Объектом исследования является …
The following study is concerned with …	Настоящее исследование посвящено …
The study of … raises several interesting problems of a general nature.	Изучение … поднимает несколько интересных проблем общего характера.
It requires a detailed study of …	Это требует детального изучения …
It requires a direct study of …	Это требует непосредственного изучения …
We will deal with …	Мы рассмотрим …
We will examine the (relations between …)	Мы изучим (взаимосвязь … с …)
It would be instructive to examine in detail … from the point of view of …	Было бы полезно детально изучить … с точки зрения …
We will explore …	Мы исследуем …
We are occupied with the problem of …	Мы занимаемся проблемой …

Subject of Research

The topic of our investigation (exploration, work) is …	Предметом нашего исследования является …
The problem of … is in the focus of attention of …	Проблема … находится в центре внимания…
Here we need to consider the problem of …	Здесь нам необходимо рассмотреть проблему …
Thus the core of the problem is …	Таким образом, суть проблемы заключается в …
We turn our attention to a new and more urgent problem.	Мы обращаем наше внимание на новую и более насущную проблему.
In this light we must face the problem …	С этой точки зрения мы должны рассмотреть проблему …

Aims of Research

The (main) aim of the paper is …	(Основная) цель данной работы заключается в …
To attain our aim we must consider …	Для достижения цели мы должны рассмотреть …
One of the chief aims was to test hypothesis …	Одной из основных целей … являлась проверка гипотезы …
It is the main aim of this chapter to examine some of the main causes of …	Задачей данной главы является изучение некоторых основных причин …
At present we do not set the aim of…	В настоящее время мы не ставим цели …

The overall goals of … require a prior concern with the general problem of …	Глобальные цели … требуют предварительного рассмотрения основных проблем …
In the framework of … the first objective to achieve is …	В рамках … основной целью является …
The purpose of our work is to examine and investigate and consequently to determine more precisely …	Цель нашей работы состоит в том, чтобы изучить и исследовать и в результате более точно определить …
For this purpose we may examine an example from …	Для этой цели можно проанализировать пример из …
It is the purpose of this investigation to explain the principles of this viewpoint …	Целью данного исследования является объяснение основных положений данной концепции …

Research Questions

Our objective is the investigation of…	Задачей нашего исследования является …
It is not our purpose to describe …	В нашу задачу не входит описание …
Our task consists in …	Наша задача состоит в том, чтобы …
Our task is to show …	Наша задача состоит в том, чтобы показать …
The main task is as follows …	Основная задача заключается в следующем …
For carrying out this task it is necessary …	Для осуществления этой задачи необходимо …

The primary task is to study …	Первоочередной задачей является изучение …
The task requires considerable rethinking and revision …	Эта задача требует переосмысления и пересмотра …
One of the first tasks was to verify and if possible to amplify knowledge of …	Одной из первостепенных задач являлась проверка и, по возможности расширение знаний о …

Hypotheses of Research

It is necessary to accept the hypothesis …	Необходимо принять гипотезу …
One may put forward a working hypothesis for explaining this phenomenon …	Можно выдвинуть рабочую гипотезу для объяснения этого явления …
We are to form a working hypothesis about …	Мы должны сформулировать рабочую гипотезу о …
It may be assumed like a working hypothesis.	Это можно принять в качестве рабочей гипотезы.
These data confirm our hypothesis.	Эти данные подтверждают нашу гипотезу.

Methods of Investigation

There are different approaches to the solution of the problem.	Существуют разные подходы к решению этой проблемы.
The approach used here is …	Метод, используемый здесь, заключается в …
An important way of approaching the matter is …	Важный метод в разработке проблемы заключается в …
This is a reasonable and practical approach .	Это целесообразный и практический метод.

A modern approach to this problem of … is based on (consists in …)	Современный подход к проблеме … основан (состоит в …)
Before we can begin to use this method of analysis we have to deal with …	Прежде чем мы начнем применять данный метод анализа, мы должны рассмотреть …
Our work is being carried out in the following directions …	Наша работа ведется в следующем направлении …
The simplest way of solving this problem lies in …	Самый простой путь решения этой проблемы заключается в …
The methods of analysis are …	Методами анализа являются …
Our approach is to study …	Наш метод заключается в изучении …

Original Contribution

It is the first attempt of the scientific approach to the problem of …	Это является первой попыткой использования научного подхода к проблеме …
he main features of our approach are …	Основными направлениями нашего подхода являются …
We have developed a new approach to the phenomena under consideration.	Мы разработали новый подход к рассматриваемым явлениям.
Our approach will make it possible to clear … up.	Наш подход позволит разобраться в …
We have succeeded in finding a convenient approach to …	Нам удалось найти удобный подход к …

Such an approach has made it possible to understand the reasons for …	Такой подход позволил понять причины …
The method of research provides a reasonably objective criterion …	Такой метод исследования обеспечивает нас достаточно объективным критерием …
It is in keeping with the methods adopted to solve the problems of …	Это непосредственно связано с методами, разработанными для решения данной проблемы …
This method has thrown light upon …	Данный метод пролил свет на …
The application of the new method allows us to …	Применение нового метода позволяет нам …
There is nothing with which the analysis can be compared …	Этот анализ не имеет аналогов …

Significance

The question of great practical importance deals with …	Вопрос, имеющий большое практическое значение, заключается в …
A special significance attaches to …	Особое значение придается …
What is significant is …	Значительным является то, что …
In fact it is the first work of general synthesis in which complex problems of … are posed and given new answers …	Действительно, это первая обобщающая работа, в которой поставлены сложные проблемы … и даны новые ответы …

The problem raised by … assumed a place of first importance …	Проблема поднятая … приобрела первоочередное значение …
What is important is …	Важным является то, что …

Conclusions

A complex approach to the study of … allowed me not only to analyze precisely the materials but to reach specific conclusions, based on the analysis…	Комплексный подход к изучению … позволил мне не только тщательно проанализировать материал, но и на этой основе сделать выводы …
We must conclude that …	Подводя итог, отметим … Необходимо сделать вывод о том, что …
From this we can conclude …	Из этого мы можем сделать вывод …
Having described … we must conclude in general that …	Описав …, мы должны в общих чертах подвести итог (заключить, что…)
On the basis of the work made we have come to the following conclusion …	На основании проделанной работы мы пришли к следующему выводу …
These facts give rise to important conclusions …	Эти факты дают основание для важных выводов …
We would like to sum up the main points we made above …	Мы бы хотели обобщить основные проблемы, о которых говорилось выше …
Summing up the results of our research we would like to say …	Подводя итоги нашему исследованию, мы хотели бы отметить …

It could be summarized in the following way …	Это можно обобщить следующим образом …
The results of the work show that …	Результаты работы показывают, что …

Vocabulary and Grammar Aid

Summarising the content

This paper has given an account of and the reasons for the widespread use of X.....

This essay has argued that X is the best instrument to .....

This assignment has explained the central importance of X in Y. This dissertation has investigated .....

Restatement of aims (research)

This study set out to determine .....

The present study was designed to determine the effect of .....

In this investigation, the aim was to assess .....

The purpose of the current study was to determine .....

This project was undertaken to design ..... and evaluate ..... Returning to the hypothesis / question posed at the beginning of this study, it is now possible to state that .....

Summarising the findings (research)

This study has shown that .....

These findings suggest that in general .....

One of the more significant findings to emerge from this study is that .....

It was also shown that.....

This study has found that generally .....

The following conclusions can be drawn from the present study .....

The relevance of X is clearly supported by the current findings. This study/research has shown that .....

The second major finding was that .....

The results of this investigation show that .....

The most obvious finding to emerge from this study is that ..... X, Y and Z emerged as reliable predictors of .....

Multiple regression analysis revealed that the .....

Significance of the findings (research contribution)

The X that we have identified therefore assists in our understanding of the role of .....

These findings enhance our understanding of .....

This research will serve as a base for future studies and .....

The current findings add substantially to our understanding of .....
The current findings add to a growing body of literature on .....
The study has gone some way towards enhancing our understanding of ....

The methods used for this X may be applied to other Xs elsewhere in the world.

The present study, however, makes several noteworthy contributions to....

The empirical findings in this study provide a new understanding of ……

The findings from this study make several contributions to the current literature. First,……

The present study provides additional evidence with respect to ……

Taken together, these findings suggest a role for X in promoting Y.

The present study confirms previous findings and contributes additional evidence that suggests .... .

Recommendations for further work (research)

This research has thrown up many questions in need of further investigation.

Further work needs to be done to establish whether .....

It is recommended that further research be undertaken in the following areas:

Further experimental investigations are needed to estimate ..... What is now needed is a cross-national study involving .....

More broadly, research is also needed to determine .....

It is suggested that the association of these factors is investigated in future studies.

Further research might explore / investigate .....

Further research in this field / regarding the role of X would be of great help in .....

Further investigation and experimentation into X is strongly recommended.

A number of possible future studies using the same experimental set up are apparent.

It would be interesting to assess the effects of .....

More information on X would help us to establish a greater degree of accuracy on this matter.

If the debate is to be moved forward, a better understanding of ..... needs to be developed.

Considerably more work will need to be done to determine .....

More research is needed to better understand when implementation ends and .....

It would be interesting to compare experiences of individuals within the same … group.

A further study could assess …...

A future study investigating …... would be very interesting.

Future research should therefore concentrate on the investigation of …...

Appendix 2. Academic vocabulary

A

abstract n – аннотация

abundant a. – обильный, широко распространённый

accessible – a. досягаемый, доступный

accurate – a. точный; тщательный

accuse (of plagiarism) – обвинять (в плагиате)

achievement – достижение

acknowledgement n – благодарность

address v. – обращать внимание (на что-либо), задумываться (о чём-либо), исследовать

adjacent a. – смежный, прилегающий

admission n . – прием, разрешение

agenda n. – повестка дня, план, программа

alteration n. - изменение, модификация

announce v. - объявлять, сообщать

appear in print – выходить из печати

application / registration form n – форма заявки участника
approach n. - подход, метод, способ

arrange v. – располагать, размещать; компоновать; систематизировать, классифицировать

assimilate v. – ассимилировать, усваивать, поглощать

assemble (device) – собирать (прибор)

assure v. – убеждать, уверять; гарантировать, обеспечивать

B

background n. – предварительные знания, предпосылки создания; фон

bar chart – столбчатая диаграмма

brief a. –- краткий, сжатый; лаконичный

C

calculate v – вычислять, подсчитывать, находить, определять величину (при помощи арифметических действий)

capitalise – v. – писать прописными буквами

caption n. – заголовок, надпись

care about v. – проявлять интерес

citation n. – цитата, ссылка

cite v. – цитировать, приводить цитату, ссылаться

climb v. – подниматься, climb down - спускаться

clustering n. – кластеризация, создание кластеров

common a. – общий, общепринятый, распространённый

complete a. – законченный, завершённый

comprise v. – состоять (из)

compute v. – подсчитывать, производить численный расчет (часто с помощью вычислительной техники)

concise a. – краткий; сжатый; лаконичный, немногословный

conduct v. – проводить

confirm v. – подтверждать

consider v. – рассматривать, думать, полагать, считать с

content n. – содержание

contradictory a. – противоречивый

contribution n. – вклад, original contribution - новизна

core of the problem – суть проблемы

correspond v. – соответствовать

corroboration v. – подтверждение

cross-section n. – сечение, разрез

current (findings) – a. – текущий (результат)

D

data n. – данные, факты, результаты

derive v. – выводить, получать, извлекать

describe v. – описывать, давать описание

design (device, scheme) – проектировать (прибор, схему)
determine v. – определять, получать, находить (любым способом)

deteriorate v. – ухудшаться; разрушаться; изнашиваться

devote v. – посвящать

distinguish v. – различать, характеризовать

E

edition n. – издание the first (the second etc.)
eliminate v. – устранять, исключать; игнорировать

enhance v. – улучшать, увеличивать

emphasize v. – подчёркивать, акцентировать

essentially adv. – по существу

establish v. – устанавливать, определять

estimate v. – оценивать, находить количественную величину
evaluation n. – оценка, определение (качества, важности, пригодности)

evidence n. – доказательства, данные
exceed v. – превышать
expectation n. – ожидание
explain v. – объяснять
exploit v. – пользоваться, использовать, эксплуатировать

explore v. – исследовать

F

familiar a. – хорошо знакомый

fascinating a. – привлекательный

fatigue n. – усталость

feature n. – особенность, характеристики

figure n. – число, рисунок, figure v. – изображать, полагать

findings n. – полученные данные; сведения

fit v. – подходить, соответствовать (чему-л.)

fluctuate v. – колебаться

flowchart n. – блок-схема

framework n. – структура, структурная схема; система отсчета; каркас

further adv. – далее, затем

G

gap n. – пробел, пропуск

gather v. – собирать, gather data on – собирать материал

generic a. – родовой, видовой, общий, групповой

graph n. – график

H

halve v. – сократиться вдвое

handful n. – небольшое количество, горстка

high-cost a. - дорогостоящий, затратный

highlight v. – выделять, подчеркивать

I

identify v. – определять

immediately adv. – прямо, непосредственно

implementations n. – внедрения

increase v. – увеличиваться

introduction n. – введение

insight n. – понимание, способность разобраться в существе вопроса

interrupt v. – прерывать, нарушать

italicize v. – выделять курсивом

J

justify v. – подтверждать, доказывать, оправдывать, обосновывать

L

list of literature – список литературы

M

manuscript of the paper – рукопись доклада

materials n. – сведения, общая часть

measure v. – измерять, соразмерять; соотноситься, приводить в соответствие

merge v. – сливаться, соединяться; поглощать

monitor v. – отслеживать, контролировать, управлять, регулировать

multiply v. – умножать, усиливать

O

observe v. – наблюдать, замечать

obtain v. – получать, достигать

original contribution - новизна

outline v. – кратко описывать, описывать (в общих чертах)
overcome v. - преодолевать

overly adv. – чрезмерно, излишне, избыточно

overview n. – обзор

P

paraphrase n. – пересказ, парафраз

performance n. – рабочие характеристики; эксплуатационные показатели; качество обработки; работа, функционирование

permission n. – разрешение

pie chart n. – круговая диаграмма

plummet v. – резко падать

postpone v. – откладывать, переносить

precision n. – точность

prediction n. – прогнозирование, предопределение

prevalent a. – превалирующий, преобладающий

proceedings n. – труды конференции

procedure n. – общая часть

propose v. – предлагать

Q

quotation n. – цитата

R

reference n – сноска, ссылка делать ссылки, сноски

reach n. – охват, диапазон

record (details) – записывать, описывать (детали)

reduce v. – сводить, сокращать, уменьшать

reduction n. – уменьшение, сокращение

relevant a. – относящийся к делу, релевантный; значимый; существенный; важный

representative a. – отображающий, символизирующий, репрезентативный, показательный

review n. – обзор

rigorous a. – строгий, жесткий

robust a. – надежный, трудоемкий

S

search engine – поисковая система, поисковая служба,

поисковый механизм

service life n. – срок службы, долговечность

set-up n. – установка, устройство

shortcoming n. – недостаток, изъян

significance n. – значимость

single out v. – выделять

soar v. – подниматься, стремительно повышаться

succeed v. – следовать, преуспевать

summarizing n. – суммирование

summary of the presentation n. – реферат выступления

survey – обзор, анализ

spread v. - распространяться, развертывать, раскрывать

stand-alone a. – автономный, функционально-законченный

suggest v. – предлагать, предполагать

summarize v. – суммировать, резюмировать, подводить итог

T

testify v. – свидетельствовать, подтверждать

threaten v. – грозить, представлять угрозу

thoroughly adv. – тщательно

title n. – заголовок

U

underlying a. – лежащий в основе

uniform a. – единообразный; однородный; равномерный

V

validity n. - надежность, обоснованность, правильность, применимость

variable n. – переменная

verification n. – проверка, контроль, подтверждение

versatile a. – универсальный, многофункциональный

viewpoint n. – концепция, точка зрения

visual aids – визуальные пособия

Appendix 3. Numbers, units of measurement and common symbols

Fractions

Fractions are normally spoken as in these examples:

$\frac{1}{2}$	*a (one) half*
$\frac{1}{4}$	*a (one) quarter*
$\frac{3}{4}$	*three quarters*
$\frac{1}{5}$	*a [one) fifth*
$\frac{2}{3}$	*two thirds*
$\frac{1}{4}$ kilometre	*a quarter of a kilometre*
$\frac{1}{2}$ centimetre	*half a centimetre*

Complex fractions and expressions of division are usually said with *over.*

$\frac{27}{200}$	*twenty-seven over two hundred, twenty-seven divided by two hundred*

Decimals

Decimals are normally spoken as in these examples:

0.36	*nought point three six, zero point three six*
5.2	*five point two*

Percentages

Percentages are spoken as *per cent.*

16.3% *sixteen point three per cent*

Calculations

Calculations are normally said in the following ways:

7 + 3 = 10 *seven and three is/are ten (informal)*

seven plus three equals ten (more formal)

28 - 6 = 22 *six from twenty-eight is/leaves twenty-two (informal)*

twenty-eight minus six equals twenty-two (more formal)

8x2 = *16 eight twos are sixteen (informal), eight times two is sixteen (informal, the most common form), eight by two is/equals sixteen (informal), eight multiplied by two equals/is sixteen (more formal)*

27/ 9 = 3 *twenty-seven divided by nine equals three*

500 ± 5 *five hundred plus or minus five*

>300 *greater than three hundred*

<200 *less than two hundred*

$3^2 = 9$ *three squared is/equals nine*

$\sqrt{16} = 4$ *(square) root of sixteen is four*

$3^3 = 27$ *cubed is/equals twenty-seven*

$\sqrt[3]{8} = 2$ *cwhe root of eight is two*

$2^4 = 16$ *to power of 4 is equals sixteen (two to the fourth power ...)*

Units of measurement

Although the metric system is now common in the UK and other English-speaking countries, non-metric units are still used in many contexts, especially in the USA.

Units of length and distance are normally spoken as follows:

3 in, 3" *three inches*

2 ft 7 in, 2' 7" *two feet seven inches* (or, very informally, *two foot*

seven inches)

500 s *five hundred yards*

2 m (AmE = 3 mi.) *three miles*

500 mm *five hundred millimetres* (or, more informally, *five hundred m-m*)

1.5 cm *one point five centimetres*

Units of area are normally spoken as follows:

11 sq ft *eleven square feet*

5 sq m, $5m^2$ *five square metres*

7.25 cm^2 *seven point two five square centimetres*

Units of weight are normally spoken as follows:

3 oz *three ounces*

5 lb *five pounds*

300 g *three hundred grams*

18.75 kg *eighteen point seven five kilograms*

Units of volume, capacity and temperature are normally spoken as follows:

300 cc *three hundred cubic centimetres* (or, less formally, *three hundred c-c)*

3 pt *five pints*

3.2 gal *three point two gallons*

75 cl *seventy-five centilitres*

200 l *two hundred litres*

20° *twenty degrees*

Appendix 4. Abbreviations

Abbreviations are frequently found in an academic context. Here are some which are common in academic writing.

abbreviation	*stands for*	*example or comment*
e.g.	for example (from Latin, *exempli gratia)*	Many large mammals, e.g. the African elephant, the black rhino and the white rhino ...
i.e.	that is (from Latin, *id est*)	Higher earners, i.e. those with a monthly salary in excess of £3,000 ...
etc.	and so on (from Latin, *et cetera)*	Smaller European countries - Slovenia, Slovakia, Estonia, etc. - had different interests.
NB	note carefully (from Latin, *nota bene)*	NB You must answer all the questions on this page.
et al	and others (from Latin, et *alii)*	used when giving bibliographical reference, e.g. as mentioned in T. Potts et al (1995)
ibid.	in the same place as the preceding footnote (from Latin, *ibidem)*	1 Lee (1987) *History of Tea-Drinking in Europe* 2 *ibid.*
cf	compare (from Latin, *confer*)	cf Lofstedt (2005) for a different approach to this topic
q.v.	which you can see (from Latin, *quod vide)*	used to refer the reader to another part of a book or article for further information
op. cit.	see previously quoted work by author (from Latin, *opus citatum)*	Potts op. cit. 33-54
ed.	editor	used when giving bibliographical reference
vol.	volume	used when giving bibliographical reference
P-	page	in the article referred to above (p. 43), Smith claims ...
pp.	pages	See McKinley 1990 pp. 11-19

Appendix 5. Answers

Unit 1. Ex. 2

b, b, a, b.

Unit 1. Ex. 3

1. A primary education system was *established* throughout Ireland as early as 1831.
2. This will *reduce* the amount of drug required and so the cost of treatment.
3. The material amenities of life have *increased* in Western society.
4. Thus, he should *have investigated* how the patient has coped previously.
5. In 1947 the Treasury *raised* the question of excluding South Africa (and India) from the sterling area.
6. Western scholars gradually *produced* a corpus of translations from the Arabic and studies of Islam.
7. Discussion of the outcome of experiments that have used this method will be *postponed* until Chapter 7.

Unit 1. Ex. 6

1. The study revealed a regular pattern of changes in temperature.
2. The research focuses on one particular aspect of modern society.
3. The writer makes a powerful case for restructuring parliament.
4. The writers take an original approach to their theme.
5. Until recently there was little awareness of the problem.
6. I think you should broaden the scope of your research.
7. To date there has been little research into the environmental effects of nanoparticles.
8. There are many important issues facing the world today.

Unit 1. Ex. 7

1-h, 2-j, 3-k, 4-c, 5-i, 6-f, 7-e, 8-g, 9-a, 10-d, 11-b

Unit 1. Ex. 9

1-about, 2-on, 3-into, 4-of, 5-on, 6-with, 7-for

Unit 1. Ex. 10

1 – major

2 – results

3 – interest

4 – effect

5 – amount

6 – particular (*or* special)

7 – impact (*or* influence/effect)

8 – major/considerable/large/significant

9 – minor/small

10 – important/significant/interesting

Unit 1. Ex. 12

1. The only really important biography was that of George V by Harold Nicolson, which had been published in 1952.
2. The National Government decided to appeal to the country as a National Government, and the second National Government which followed the election was a very different animal.
3. It was this government which ruled Britain until May 1940.
4. The participants approved a comprehensive statement which pointed out that global warming is occurring at a time when many of the world's life-support systems are already stressed by the growth of population.

5. We have now learned that this harmony could be interrupted by the actions of nations very distant from our shores.
6. This is where the industrialized countries need to show the required resolve to help the developing countries adopt a development strategy away from dependence on fossil fuel.
7. There is no reason why action should be conditioned to a definite scientific proof, which perhaps will never be attained or might be reached only when it becomes too late adequately to tackle the problem.
8. There is no reason why action should be conditioned to a definite scientific proof, which perhaps will never be attained.

Unit 1. Ex. 13

1. It is essential to discuss the extent to which cultural and biological evolution can be explained by similar principles.
2. Many factors must be considered in explaining the rapid growth of population in the developing countries.
3. Classes differ greatly in the manner of the establishment of membership and in the rate of membership change.
4. There are advantages and declines in labour productivity and both are related to increasing population density.
5. On the surface, the reasons for the association between women and domestic architecture were obvious.
6. Menzel (1973) has shown that non-speaking chimpanzees can convey the location of food to one another.
7. The level of precaution is regularly reviewed in the light of the patient's progress.
8. The week following admission appears to be the time of greatest risk.
9. It is important to remember that whatever type of subsequent care is to occur, the period after discharge may be a time of particular difficulty.

10. At the time of the riots 36 per cent of the workforce in Handsworth was out of work.

Unit 3. Ex. 3

The chart shows / indicates / plots the number of cars entering the downtown area of West City each day over an eight-year period (years 1-8). The totals are listed on the y / vertical axis, while the years are listed on the x / horizontal axis. To the right of the graph we see the key / legend. The number of cars varied over the period. The total rose in the first few years and reached a peak in year 5, after which the numbers started to decline / fall / drop. This can be explained by the fact that a new mass transit railway was opened in year 6, which is a graphic illustration of how good public transport can dramatically affect car use.

Unit 3. Ex. 4

1. risen 2. give rise to 3. raised 4. risen 5. risen, arisen, give rise to 6. raised, arisen, risen

Unit 3. Ex. 6

Sample Answer1. The table illustrates the differences in agriculture consumption in some areas of the world by contrasting the amount of irrigated land in Brazil (26,500 km^3) with that in the D.R.C. (100 km^2). This means that a huge amount of water is used in agriculture in Brazil, and this is reflected in the figures for water consumption per person: 359 m^3 compared with only 8 m^3 in the Congo. With a population of 176 million, the figures for Brazil indicate how high agriculture water consumption can be in some countries.

Sample Answer2. The given table illustrates the water consumption in different areas of the world. Irrigated land in

Brazil was 26,500 km2 with the population of 176 million and water consumption per person was 359 m^3 whereas D.R.C possesses 100 km2 irrigated land with lowest number of population (only 5.2 million) and they consumed 8 m^3 water per person respectively. Moreover, Brazil consumed more water while Congo consumed less water in irrigated lands.

Unit 4. Ex. 2

1. There are 2 subjects (the author's name and «he»), and «According to...» and «states» mean the same thing. There should only be one subject, and choose «According to..» or «states».
2. There are 2 subjects (the author's name and «he»), but there should only be one.
3. The year of publication is missing.
4. It is bad style to use «says».
5. Use «states».
6. There are 2 mistakes in the question. Firstly, in-text citations should not include the author's initial, so delete ', D.'. Secondly, there should not be a comma before «states».
7. There should either be a verb before the author's name, or the author's name should be in the brackets with the year of publication and the page number.
8. The use of the verb «claims». This means that you think that the information may not be correct. The 2001 EAP book advises that, at this early stage of your academic writing career avoid using verbs implying criticism of a writer; e.g. «claim».
9. The use of the day and month. An in-text citation should only contain the year of publication.

Unit 4. Ex. 3

1. Brett, P. **(1994).** A genre analysis of the results sections of sociology articles. *English for Specific Purposes, 13,* 47-59.

2. Bridgeman, B., & Carlson, S. B. **(year)** Survey of academic writing tasks. *Written Communication, 1*, 247-280. *(indent second line)*

3. Campbell, A. F. (1983). ***Organise your English*.** London: Hodder and Stoughton.

4. Clyne, M. (1983). Culture and discourse structure. In *L.E*. Smith (Ed.), *Readings in English as an international language* (pp. 163-167). London: Prentice Hall.

5. Collinson, D. J. (1982). *Writing English*. **Location:** Wildwood House.

6. Cookson, L. (1984). *Writing*. London: Hutchinson. **Alphabetical order**

7. Dudley-Evans, A. (1984). A preliminary investigation of the writing of dissertation titles. In G. James (Ed.), *The ESP classroom: Methodology, materials and expectations* (pp. 40-46). Exeter: University of Exeter. **No quotation marks**

8. Hamp-Lyons, L. & Courter **K. B**. (1984). *Research matters*. Rowley, Mass.: Newbury House.

9. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing*. **Cambridge:** Cambridge University Press**.**

10. Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved from http://www.nytimes.com URL **not underlined**

11. American Dietetic Association. (2004). *EatRight.org Home Page*. Retrieved June 16, 2004 **from http:// alphabetical order**

Unit 4. Ex. 4

B, A.

Unit 4. Ex. 5

Paraphrase №1 contains plagiarism, it is unacceptable (underlined words are plagiarized):

Regrettably, different nations think differently about exactly how close is close. Test yourself: when you are talking to someone in the street or in any open space, stretch your arm out to measure how close that person is to you. If you are from western Europe, you will find that your fingertips will just about make contact with the person's shoulder. If you are from eastern Europe, your wrist will reach the person's shoulder. If you are from the Mediterranean region, you will found that you are much closer to your companion, when you elbow will reach that person's shoulder (Morris 131)

Unit 4. Ex. 6

P1. Unacceptable. This paraphrase retains most of the original author's ideas, as well as his way of structuring and expressing them. The writer has not only made no effort to acknowledge the original author, she has used the expression «I believe...» in a way that suggests that the ideas in question are her own.

P2. Unacceptable. This paraphrase retains most of the original author's ideas and several key phrases, although it juggles their order around and rephrases them. The writer has not acknowledged the original author.

P3. Unacceptable. The writer does credit the original author, but she only credits him with one of the ideas/phrases she uses and she misrepresents what he says by omitting a key word from her quote.

P4. Acceptable. The writer has avoided using too many of Hall's key phrases and clearly attributes his ideas to him without distorting their meaning

Заключение

Учебное пособие «Academic Writing» (Академическое письмо) нацелено на формирование готовности магистров и аспирантов к иноязычной речевой деятельности в сфере профессиональных научно-исследовательских задач. Пособие позволяет решать следующие задачи: формировать систему знаний о нормах и правилах оформления научных публикаций на иностранном языке; подготовить обучающихся к использованию иноязычных источников в исследованиях; формировать умения самостоятельно писать статьи, аннотации и ключевые слова на английском языке.

Аутентичные текстовые материалы (образцы научно-экспериментальных статей из зарубежных периодических изданий) и разработанный на их основе комплекс заданий способствуют развитию навыков и умений, необходимых для эффективного развития письменной академической речи.

Для дальнейшей самостоятельной работы могут быть рекомендованы следующие источники:

1. Михельсон Т. Н., Успенская Н. В. Как писать по-английски научные статьи, рефераты и рецензии. СПб, 1995. 93 с.
2. Citing & Referencing [Электронный ресурс] – Режим доступа: http://www.apastyle.org.
3. How to avoid plagiarism [Электронный ресурс] – Режим доступа: http://writing.wisc.edu/Handbook/QPA_plagiarism.htm
4. Processes for Writing Abstracts [Электронный ресурс] – Режим доступа: http://writing.colostate.edu.
5. How to paraphrase a source [Электронный ресурс] – Режим доступа: http://writing.wisc.edu/Handbook/QPA_paraphrase2.html