

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
ДЕРЖАВНИЙ ВНЗ «НАЦІОНАЛЬНИЙ ГІРНИЧИЙ УНІВЕРСИТЕТ»

ІНОЗЕМНА (АНГЛІЙСЬКА) МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ, ЗАВДАННЯ ТА ВПРАВИ
ДО ПРАКТИЧНИХ ЗАНЯТЬ І САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ**

Змістовий модуль 2. Іншомовне академічне письмо

для магістрів усіх напрямів підготовки

Дніпропетровськ

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ФАКУЛЬТЕТ МЕНЕДЖМЕНТУ
Кафедра іноземних мов

ІНОЗЕМНА (АНГЛІЙСЬКА) МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ

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Іноземна (англійська) мова для академічних цілей. Змістовий модуль 2. Іншомовне академічне письмо. Методичні рекомендації, завдання та вправи до практичних занять і самостійної роботи для магістрів усіх напрямів підготовки / О.Д. Швець. – Д.: Національний гірничий університет, 2012. – 35 с.

Автор:

О.Д. Швець, доцент кафедри іноземних мов

Затверджено до видання редакційною радою ДВНЗ «НГУ» (протокол № 4 від 24.12.2012) за поданням кафедри іноземних мов (протокол № 15 від 18.12.2012).

Методичні матеріали призначено для практичних занять і самостійної роботи магістрів усіх напрямів підготовки з навчальної дисципліни «Іноземна (англійська) мова для академічних цілей. Змістовий модуль 2. Іншомовне письмо».

Мета методичних рекомендацій: розвиток академічних та професійно-орієнтованих комунікативних мовленнєвих компетенцій магістрів, що буде сприяти проведенню ними наукових досліджень, необхідних для написання магістерської роботи і поданню результатів їх досліджень англійською мовою в письмовій формі.

Відповідальний за випуск завідувач кафедри іноземних мов проф. Кострицька С.І.

Expected Learning Outcomes

By the end of the module Master's students will be able to:

understand lengthy complex authentic texts on the topics related to academic or professional areas in order to predict, locate and obtain the information relevant to the research;

summarise, paraphrase, synthesise and organise different ideas on the topic of the research;

interpret, compare and contrast tables, charts and diagrams etc;

give a clear detailed prepared individual presentation on the topic of the research using basic cohesive devices to link utterances into clear, coherent discourse;

participate in question-answer session on the topic of the research using appropriate strategies effectively;

write a research paper following the academic conventions;

write business correspondence effectively when applying for a job.

Reading 1

1. Read this passage quickly to get a general idea of its meaning.

Reading as a part of writing

1. One of the techniques of writing successfully in an academic environment is to be able to integrate the important points of what you have read into your own writing. To do this, you must have a clear picture of what you have read, and this in itself entails active and focused reading. With academic reading, it is necessary to maintain a constant grip on what the author is saying. Yet many academic texts are densely written in unfamiliar ways, which make them much more difficult to manage than, for example, a novel or a magazine article.

2. Although sometimes there may be reasons why you need to skim-read an article or book, this is likely to be only to get the gist of what is being said, as a way of deciding whether it is appropriate reading material or not. In general, skim-reading is not a particularly useful strategy for a student, but you may well be used to doing this in other contexts, for example, skimming through a newspaper article or surfing the web. Instead of skim-reading, you will be developing ways of concentrating on large chunks of quite dense text and making sense of them.

3. Even though you may only be reading for short bursts of time, it is likely that you will have to concentrate far more intensely on academic reading material than, for example, when reading for pleasure. You don't necessarily have to work in the library, but you will need to decide what type of location and atmosphere suits you best, and establish conditions that are conducive to effective study.

4. The initial stumbling block that most students face is choosing their reading. The first thing to do is to consult the reading list you have been given for books and articles that seem relevant to your particular assignment. Doing a library search, by key words or subject, is also useful if the references on your reading list are already on loan from the library. Your tutor should also be able to advise you as to which are the most relevant publications or websites.

2. Decide on a suitable heading (A-E) for each paragraph. There is one heading you will not need.

A Selecting your sources

B Creating the optimum environment

C Taking on the scholastic challenge

D Approaching your first essay

E Choosing the most suitable reading skill

3. Find words or phrases in the text that mean the same as these.

1 involves (paragraph 1)

2 keep hold of (paragraph 1)

3 the general meaning (paragraph 2)

4 on different occasions (paragraph 2)

5 extensive extracts (paragraph 2)

6 decoding (paragraph 2)

7 is right for you (paragraph 3)

8 advantageous (paragraph 3)

9 hurdle (paragraph 4)

10 borrowed (paragraph 4)

Reading 2

1. Read the article 'What is consciousness?' Look at the following theories and the list of people below. Match each theory with the person to whom it is ascribed. You may use any letter more than once.

1. Consciousness may require certain materials to function in ways that we are unaware of.
2. Computers function because of the way they are organised, not the material they consist of.
3. The universe can be divided into consciousness and physical objects.
4. Science is limited to certain types of problems.
5. Computers may seem to think like human beings without actually doing so.
6. We can never be sure that other people are conscious.

List of People

- | | | |
|------------------|------------------|--------------------|
| A Turing | D Penrose | F Descartes |
| B Searle | E Fenwick | G Berkeley |
| C Medawar | | |

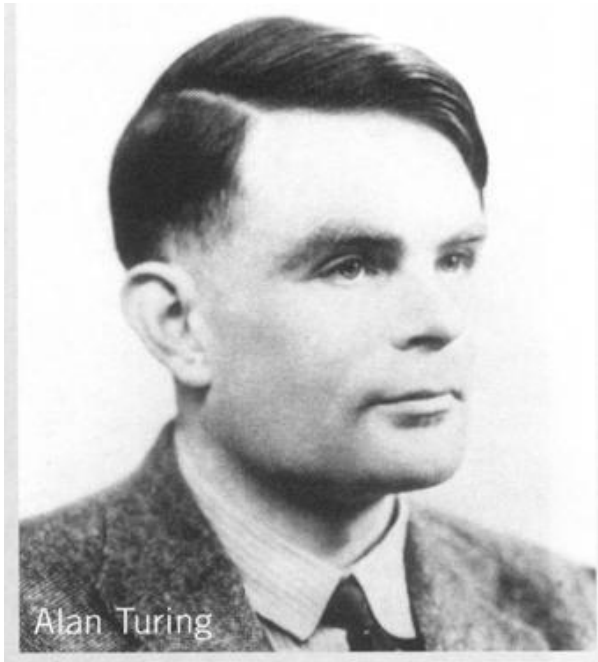
What is consciousness?

Is the brain simply a computer, and is consciousness merely the feeling we get when we think?

Or is consciousness a primary component of the universe, which the brain can tune in to, like a radio receiver?

There are three points of view. The first, which can be traced back to the founder of modern computing, Alan Turing, is pragmatic. Turing pointed out that it is impossible to know whether other human beings are conscious. Because we feel conscious, we assume other people must be like us. But this can only be an inference. However, suppose we made a computer - a robot - that could spontaneously behave

like a person. It would appear conscious - and since, in judging the consciousness of others, appearances are all we have to go on, why not assume it is conscious?



This reasoning has the feel of the old saying: 'If it looks like a duck and quacks like a duck, then it is a duck' - adequate for some purposes, but of little use for understanding ducks and how they evolved. As the American philosopher John Searle has pointed out, it is possible to make computers that imitate all kinds of human thinking, but that does not mean they think as we do. An imitation of consciousness does not necessarily show consciousness.

Turing showed that a machine's ability to compute does not depend on what it is made of. All that matters is that the parts of the machine should be arranged appropriately. If a computer was sufficiently complex, then it, like the brain, would become conscious - or at least would appear to do so, which (so Turing said) is the only way to judge whether it is or not.

Searle's supporters ask us to imagine replacing a single neuron in the brain with a silicon chip that precisely imitates that neuron; that is, is 'functionally equivalent'. Would the brain still be conscious? The answer is surely 'yes'. If we continue to replace neurons, in the end we would have produced an all-silicon brain that retained the consciousness of the original.

However, we cannot replace even one of the billions of neurons in the brain with a ‘functionally equivalent’ microchip unless we understand the function of the original neuron. Yet complete understanding is impossible because, as the British zoologist Sir Peter Medawar commented, science is merely ‘the art of the soluble’. Science answers only those questions that scientists ask and which they are technically able to investigate. It is impossible in theory, as well as in practice, to replace all the neurons of the brain with ‘functionally equivalent’ chips, since we can never know whether the replacement chips were functionally equivalent or not.

This leads on to a line of reasoning totally opposed to Turing’s. Perhaps, some suggest, consciousness is not just a matter of computational complexity. Perhaps the material of which the brain is made matters very much, and only entities made of flesh are truly capable of consciousness.

The Oxford mathematician Roger Penrose has suggested that consciousness involves physical principles not yet understood. Perhaps the flesh-and-blood brain has the chemistry required to use the physics required to produce consciousness, while silicon chips lack this ability?

An even more radical notion is being explored by physicists and brain specialists such as Dr Peter Fenwick. The idea is that philosophers and scientists have completely misunderstood the nature of consciousness and of the universe. For, until now, three main views have prevailed.

One is the ‘dualism’ of René Descartes (1596-1650), which says the universe has two components - matter (that is, physical substance or material) and mind. The second is the modern orthodox idea - that only matter ‘exists’. The third, reflected in the philosophy of Bishop Berkeley (1685-1753), is that only thought is real, and matter is an illusion.

But the emerging modern view is that matter and consciousness are not separate entities, but *complementary* aspects of the universe, like two sides of a coin, or the space-time continuum. If this view of consciousness is right, our current understanding of science will be turned upside down.

Reading 3

1. Read the article below. As you read, choose the correct heading for each paragraph from the list of headings below.

List of Headings

- I A balance can be negotiated to suit individual needs
- II There are advantages for both sides
- III Someone else has to do part of your job
- IV The benefits are sometimes unexpected
- V A broader range of employees can benefit
- VI The requirements of both employers and staff have changed
- VII Some workers may be disappointed
- VIII Work can take over your life

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E

Finding a work/life balance

A Like many people in full-time employment, you may be experiencing increasing pressure to stay late at night, take work home or just ‘pop into the office’ at the weekend. As a result, you may feel growing dissatisfaction, as you find the boundaries between life and work beginning to blur, and all your enthusiasm and energy getting used up on the job. On the other hand, finding your job satisfying does not make you want to spend all your time at work either, as other things in your life

matter, too. The good news is that some employers are making it easier to find a balance.

B One firm which does is the engineering company that Andre Geelan works for. Canoe polo isn't a high-profile sport, but Andre has spent years working very hard at it, and represents his state in the Australian national championships. He's also an engineer who spends a lot of work time offshore on oil rigs. Before the national titles, Andre trains three nights a week and most of Saturdays. 'It can be a bit of a problem with work because I often get sent offshore at very short notice and can be away for days,' he says. However, Andre discusses his canoe-polo commitments with his line manager, who does his best to build them into the work schedule. Geelan is finding it easier to arrange time off when he wants it as he becomes more experienced in the job - and more important to his employer.

C The workplace in Australia, as in many other countries, is significantly different from what it was not all that long ago. It needs a more flexible, skilled and responsive workforce. At the same time, employees are increasingly looking for flexible working conditions which acknowledge lifestyle choices, including family, self-education, progressive return to the workplace or easing out of the workforce altogether.

D The term 'work/life balance' has gained wide currency, as employers recognise that their staff may have a life outside the office. When it works, it's a win-win situation. The employee has greater flexibility, and the employer is rewarded with greater commitment, higher staff morale and reduced absenteeism.

E Work/life balance developed out of the 'family-friendly' policies introduced in the late 80s and early 90s. Where family-friendly policies were mainly seen as a women's initiative, designed to support mothers with children, work/life balance is less gender specific and recognises other commitments as well as family. A number of policies and practices, such as flexible working hours, working from home and job sharing, make an organisation more responsive to the needs of its workforce. So if you're looking to improve your work/life balance, try talking to your boss.

2. Read this paragraph quickly, then complete the paraphrase below with words related to ones in the paragraph. The first one is given. Write NO MORE THAN ONE WORD for each answer.

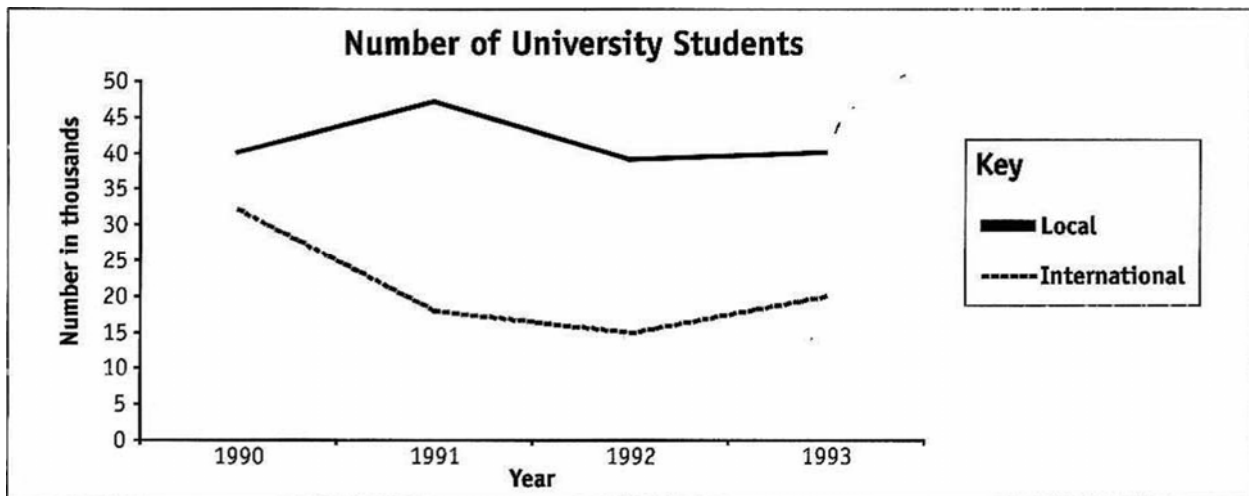
Work is a burden for those in their 30s

A new study of workers in their 30s has found that many long to leave the jobs they are currently doing. More and more employees perceive that the traditional model of being promoted from one job to another is unsuitable for them. Increasingly, they expect to be satisfied with their job, but are disappointed, so consider doing something else. The researchers found that many people strongly desire to reduce the number of hours they work or become self-employed. Most, however, are too anxious to make the move, because they are focusing on saving for when they retire. The minority who start their own businesses generally feel more fulfilled.

A new study of workers in their 30s has identified a 1...*longing*.. to leave their 2.....jobs. There is a growing 3.....that the traditional model of 4.....is unsuitable. Increasingly, their 5.....of job satisfaction lead to 6....., so they consider alternatives. The researchers found a strong 7..... for a 8.....in working hours, or the opportunity to become self-employed. Most, however, are held back from making the move by 9....., because they are focusing on saving for their 10.....The minority who start their own businesses generally find greater 11..... .

Describing specific data and trends

1. Look at the line graph below and read the following sentences. Decide if they are True (T) or False (F).

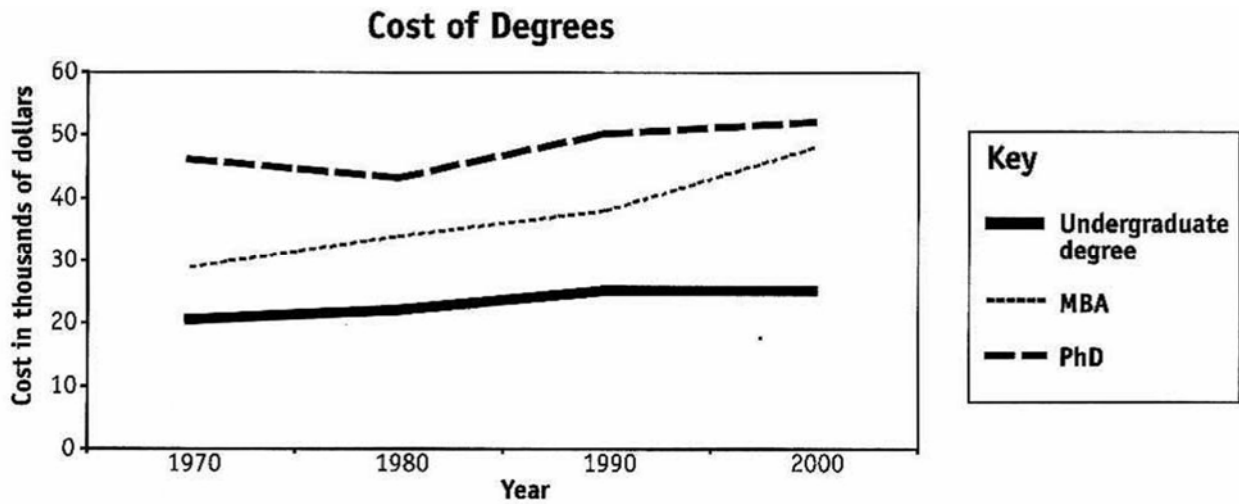


- 1 The number of local students more than doubled between 1990 and 1991.
- 2 The number of local students peaked in 1992.
- 3 The figures for local students remained steady in 1992 and 1993.
- 4 Despite an increase in numbers in 1991, the overall trend for local students remained relatively steady.
- 5 There was a slight fall in the number of international students in 1991.
- 6 International student numbers remained steady between 1992 and 1993.
- 7 Following falls in the previous two years, the number of international students started to improve towards the end of the period shown.
- 8 On the whole, there was a decline in the number of international students in this period.

2. Rewrite the sentences you decided were false to make them true.

3. Which two sentences from 1-8 above describe overall trends? Underline or highlight useful language in those two sentences that you could use to describe overall trends.

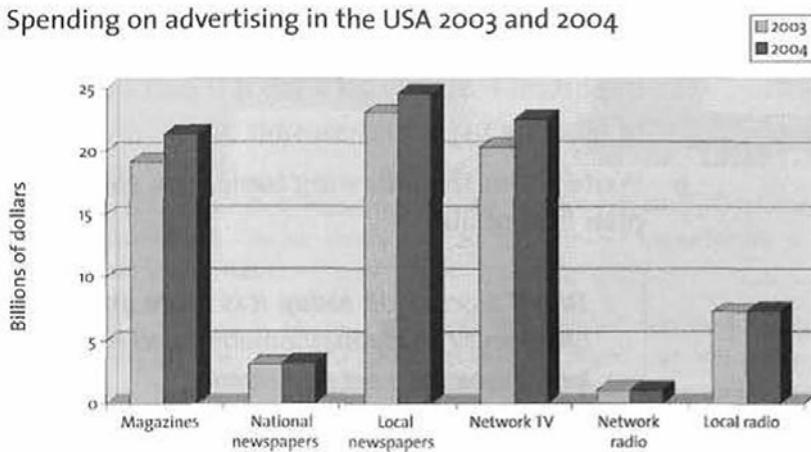
4. Look at the diagram below and write at least four sentences similar to 1-8 above. At least one sentence should mention overall trends.



5. Look at the task and the sentences below. Decide whether or not each sentence is appropriate in an answer to the question. If it is not, say why.

The bar chart below shows the amount spent on different types of advertising in the USA in 2003 and 2004. The table shows the six sectors which spent most on advertising in the USA in 2003 and 2004.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Ranked spending on advertising in the USA in 2003 and 2004

| Sector | Rank 2003 | Rank 2004 |
|--------------------|-----------|-----------|
| Automotive | 1 | 1 |
| Retail | 2 | 2 |
| Telecom/Internet | 3 | 3 |
| Medicine | 4 | 4 |
| Financial services | 6 | 5 |
| Food, beverages | 5 | 6 |

- 1 The charts show the amount of money spent by the automotive industry in 2003 and 2004.
- 2 Food and beverages rose in popularity in 2004 because of the increased power of supermarket advertising.
- 3 There was an increase in spending on advertising in local newspapers in 2004.
- 4 I think that local newspapers are the best way to advertise.
- 5 Although there was a rise in the amount spent on advertising in magazines, there was very little increase in advertising on local radio.
- 6 There was a dramatic fall in the amount spent on advertising in national newspapers in 2004.
- 7 The bar chart shows the amount spent on different types of advertising in the USA in 2003 and 2004.
- 8 The amount spent on advertising in 2004 was just over \$20 billion in magazines, under \$5 billion in national newspapers, just under \$25 billion in local newspapers, around \$22 billion on network TV, \$1-2 billion on network radio and finally, \$6 billion on local radio.

6. Look at the sample answer to the task in exercise 1. Complete the spaces with one of the words from the box.

accounted change fell followed least overall
period reaching rose showed whereas

According to the bar chart, there was an **0** increase in spending on advertising in the USA in the **1**2003 to 2004. Advertisements in magazines, local newspapers and on network TV **2**.....for the largest increases, **3**..... advertising in national newspapers, network radio and local radio only **4**.....a slight increase. The most favoured forms of advertising were in local newspapers, with the amount spent **5**..... almost \$25 billion in 2004,**6**.....by network TV at \$23 billion. Network radio was the **7**..... favoured form of advertising at \$2 billion in 2004. There was no **8**.....from 2003 in the top four business sectors when it came to spending

on advertising in 2004. The automotive industry ranked number 1, followed by the retail industry. Financial services 9.....to fifth place in the rankings, taking the place of food and beverages, which 10.....to sixth place.

Describing line graphs

1. A line graph is a way to summarise how two pieces of information are related. Look at chart 1. Which sentence, a or b, is a better summary of the chart?

- a The graph shows how much money was spent on students in California from the end of the 70s to the beginning of the 21st century,
- b The graph shows how many dollars were spent on each student's education in the state of California in selected years between 1977 and 2002.

Chart 1

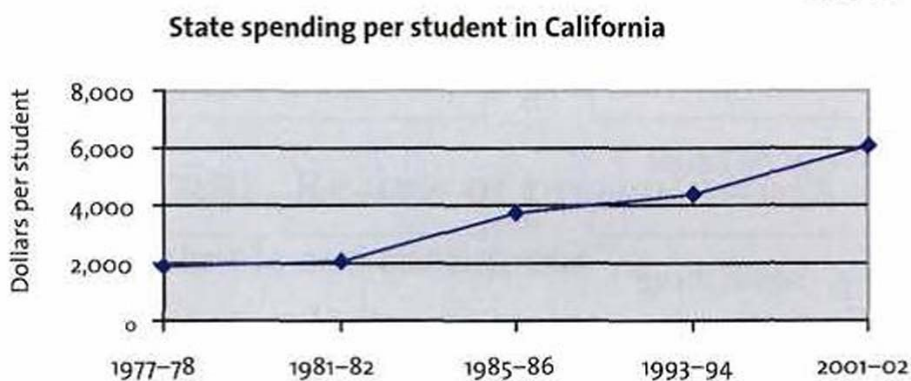
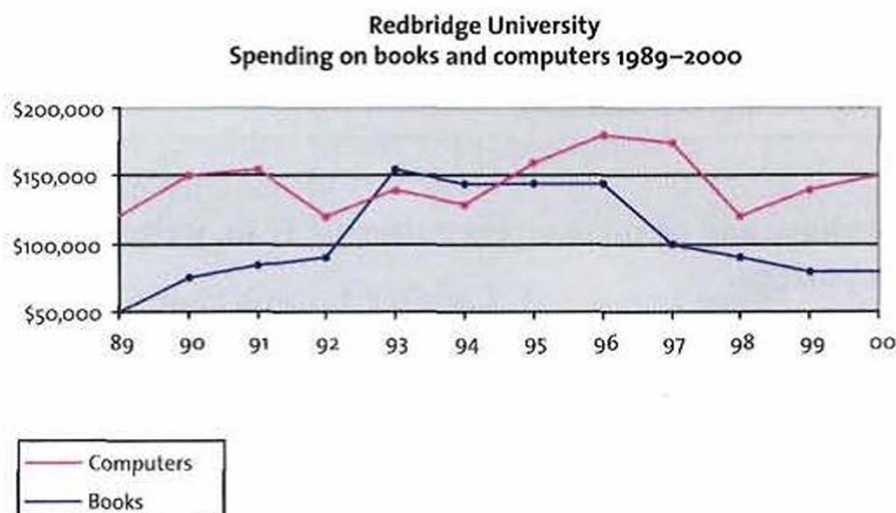


Chart 2



2. Look at chart 2. Use appropriate vocabulary from the Useful language box on the opposite page to complete the following sentences:

Noun + adjective

EXAMPLE: There was a...*sharp rise*...in the amount spent on books in 1993, compared with the previous year.

1. There was a.....in the amount spent on computers between 1992 and 1994.
2. There was a.....in spending on computers from 1998.
3. There was a.....in spending on computers in 1992 and then again in 1998.
4. There was a.....in spending on books from 1997.

Verb + adverb/adjective/noun

EXAMPLE: Spending on computers...*fluctuated slightly*..between 1992 and 1994.

5. Spending on books.....from 1992 to 1993.
6. Spending on books..... in 1993.
7. Spending on books..... from 1994 to 1996.
8. Spending on computers..... in 1996.
9. Spending on computers..... in 1998.
10. Spending on computers..... in 1999 and 2000.

Useful language 1

Expressing changes

to rise / a rise
to increase / an increase
to go up
to double



to reach a peak

to hold/remain steady



to be stable

to be constant

to level off



to fluctuate
a fluctuation



to decrease / an decrease
to decline / a decline
to fall / a fall



slight / slightly
gradual / gradually
steady / steadily



dramatic / dramatically
steep / steeply
sharp / sharply



Time expressions

for the period
since 1999
for five years
between 1990 and 2001
in 1987

Useful language 2

According to...

It can be seen / It would appear from the chart/ table/data/statistics that...

It/There is/are twice as ... as ...

is nearly the same as ...

is a little more than ...

is double

} that of...

} the amount/number/percentage of

The majority of...

A minority of...

3. Complete the description of the chart below. In each case, choose one of the three alternatives.

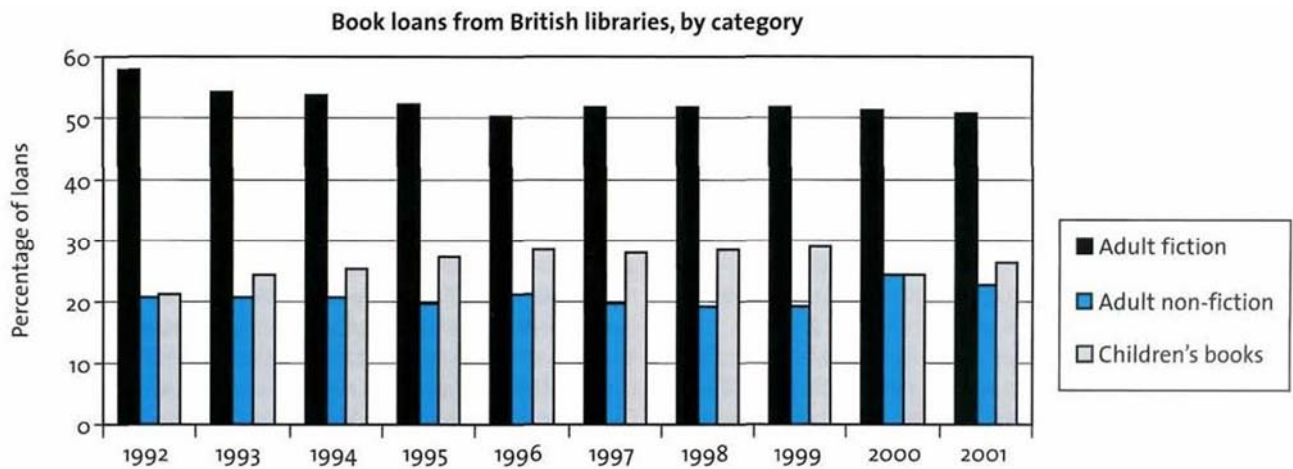
This chart shows the annual breakdown of book loans from British libraries into the categories adult fiction, adult non-fiction and childrens books. The period covered is from 1992 to 2001.

Adult fiction accounted for over half of loans every year, starting from nearly 60% in 1992.1 however, this figure tended to 1 *improve* / *be consistent* / *slide* over the period as a whole. It 2 *picked up* / *fell slightly* / *remained constant* in 1997, then 3 *plummeted* / *levelled off*/ *picked up* before 4 *declining*/*growing* / *rising* again. Adult fiction ended the period at fractionally over 50% of loans.

Around 20% of loans were in the adult non-fiction category. This percentage 5 *picked up* / *was fairly steady* / *declined* between 1992 and 1999. In the following year, the proportion 6 *rose* / *slid* / *declined* fairly sharply to about 24%. The category 7 *fell* / *was consistent* / *picked up* in 2001.

At the beginning of the period, childrens books accounted for a marginally higher share of loans than adult non-fiction. Their share 8 *was unchanged* / *made steady progress* / *deteriorated* in the following few years, mostly at the expense of adult fiction. The trend continued until 1996, when about 28% of loans were of

childrens books. This category saw little change until 2000, when the percentage *declined / rose / expanded* to 25%, but it again recovered, reaching about 27% in 2001.



Writing a research paper

Describing a process

1. Look at the diagram below and answer the questions.

The diagram below shows the stages a company should go through before launching a product globally. Summarise the information by selecting and reporting the main features, and make comparisons when relevant.



- 1 Where do you think this process starts and ends? Look for clues in the title and prompts. Is there a clear beginning?
- 2 How many stages are there? How will you link the stages?
- 3 What tense(s) will you use? Why?
- 4 What does the process show? Summarise it in one sentence.

2. Complete the summary below using words from the box. Not all the words are needed.

| Time | Order | Reason | Example |
|-----------------|---------|-------------|--------------|
| after that | first | so that | such as |
| once/when/after | next | in order to | for example |
| as soon as | finally | | for instance |

The diagram shows the six main stages that a company should follow when launching a product internationally in a new market.

1go global with a product, the 2thing you need to do is prepare an international business plan which will help you evaluate your needs and set goals for your company. 3.....extensive market research needs **to be conducted** overseas. This will help you identify the potential international markets for your particular product.

4.....it is important to evaluate and select the right methods of distribution for your product abroad. There are several ways to do this, 5.....through company-owned foreign subsidiaries, by working through agents, or by setting up joint ventures. 6you have chosen the distribution method, familiarise yourself with local methods of setting prices and negotiating deals. It is also a good idea to find out what legal matters **are involved** in exporting so that you don't make any mistakes.

Before your product **can be launched** in the new market, make sure you comply with local regulations: 7.....in your packaging and labelling. Following these six stages should ensure success in the new market.

3. Look at the phrases in the description **in bold**. What is this structure called? When and why is it used?

| | | | | | |
|------------------------|------------|--------------|------|--------|--|
| Useful language | | | | | |
| Sequencing | | | | | |
| first of all | afterwards | finally | | | |
| firstly | secondly | thirdly | | | |
| to begin with | next | after (this) | then | lastly | |

Connecting ideas

Logical connectors are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. They also improve the flow of writing, that is a smooth movement from one idea or piece of information in a text to the next. Logical connectors are thus guideposts for readers that help them to better follow the texts.

Logical connectors

| | | | |
|---------------------|--------------|-------------------|-----------------|
| accordingly | conversely | in brief | on the whole |
| although | despite | in conclusion | otherwise |
| as | due to | in spite of | overall |
| as a matter of fact | even though | in this case | regarding |
| as a result | finally | likewise | similarly |
| as far as | for example | meanwhile | since |
| as long as | for instance | moreover | that is (i. e.) |
| as to | furthermore | nevertheless | therefore |
| at the same time | hence | nonetheless | thus |
| because of | however | on the contrary | whereas |
| consequently | in addition | on the other hand | while |

As logical connectors show various kinds of logical relations, they may be grouped according to their meaning and function.

| Function | Connectors |
|-------------------------|----------------------|
| <i>Addition</i> | furthermore, |
| <i>Cause and effect</i> | because of, |
| <i>Comparison</i> | likewise, |
| <i>Concession</i> | nevertheless, |
| <i>Conclusion</i> | therefore, |
| <i>Contrast</i> | on the other hand, |
| <i>Enumeration</i> | firstly, |
| <i>Illustration</i> | for example, |
| <i>Intensification</i> | as a matter of fact, |
| <i>Reformulation</i> | in other words, |
| <i>Relation</i> | regarding, |
| <i>Summation</i> | overall, |
| <i>Time</i> | meanwhile, |

1. Decide whether the following linking words are closest in meaning to **and**, **but** or **so**, and write them in the correct column of the table on the next page.

though

however

unfortunately

although

consequently

also

in addition (to)

what is more

therefore

as a result (of)

in fact

this means/meant (that)

despite (the fact that)

| and | but | so |
|------------|------------|-----------|
| | | |
| | | |
| | | |
| | | |

2. Fill in the blanks with the following logical connectors.

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

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

Special advice: write down the list of logical connectors on a separate sheet and keep it at hand when writing in English: you will find this helpful.

Comment adverbs

Comment adverbs are very common in both academic writing and speaking. They allow the writer/speaker to indicate how likely they think something is and what their attitude or opinion is, or what viewpoint they are speaking from. Look at these two examples.

Interestingly, he went on to say ...

[I think this is interesting]

Psychologically, these foods resemble food spoilt by bacteria, [from the psychological point of view, i.e. in our minds]

Examples of some comment adverbs used in academic writing:

| | | |
|-----------------|---------------|--------------|
| disappointingly | generously | honestly |
| interestingly | logically | obviously |
| personally | statistically | surprisingly |
| wisely | clearly | undoubtedly |

Making a general statement

It is often necessary in academic writing to make general comments as you may not know exact figures or information. You should try to avoid definite statements using *all*, *always* or *never*.

Useful language

There is a tendency for...

It appears/seems that...

It would appear/seem that...

It is (often) said that...

It has been suggested/claimed that...

It is generally agreed/believed/assumed/recognised that...

It is widely accepted/believed/assumed that...

... tends to be ...

... is recognised/believed/thought to be ...

In a majority / a large number of cases,...

Broadly/Generally speaking,...

On the whole, ...

Sentence writing

In academic writing it is common to use noun phrases when referring to research.

Rewrite the following sentences without changing the meaning.

Example:

- a) Family problems could be linked to the spread of technology.
- b) There could bebetween family problems and the spread of technology.

Answer:

There could be **a link** between family problems and the spread of technology.

- 1 a) Professor Dillon argues that cultural awareness is the key issue.
 - b) Professor is that cultural awareness is the key issue.
- 2 a) Stress and heart disease are thought to be connected.
 - b) There is thought to be
- 3 a) Most people would like to combine a satisfying job with a good family life.
 - b) The a satisfying job with a good family life appeals to most people.
- 4 a) Einstein discovered a new law of physics that changed the development of science.
 - b) Einstein's changed the development of science.

5 a) The employees suspect that the management may not be telling the truth.

b) There is among the employees that the management may not be telling the truth.

6 a) Professor Cartwright found that stress is widespread in the workplace.

b) Professor indicated that stress is widespread in the workplace.

Reporting ideas

Reporting verbs are used extensively in academic English to support the argument or offer a balanced view by reporting other people's opinions or ideas.

1. Read these opinions that were voiced in a survey on recycling. Complete each statement below reporting their ideas.

There should be a heavy fine imposed on people who fail to recycle glass and paper.

Several people argued for
.....

It costs more to recycle plastic than to bury it in landfill.

A few people suggested that recycling plastic.....
.....

We should be given several containers; this would make it easier for us to recycle different materials.

Someone claimed that if we.....
.....

I don't see the need to recycle anything!

One person maintained that there.....
.....

2. Rewrite each sentence below, putting the reporting verb into the passive and making any other changes necessary. The agent can be omitted, but include one of these adverbs if many people are involved.

commonly generally universally widely

Example: Most people think that his arguments against a tougher recycling policy are seriously flawed.

His arguments against a tougher recycling policy are widely thought to be seriously flawed.

1. A lot of people believe that the recycling of plastic is too costly a process.
2. Many people now see air travel as the biggest threat to the environment.
3. Someone has suggested a new tax on non-returnable bottles.
4. Environmental campaigners everywhere view the latest international agreement as in substantial.
5. Most people feel that excess supermarket packaging is at the heart of the landfill problem.
6. Newspapers report that government measures on household recycling are imminent.

Writing business correspondence

Curriculum vitae

A curriculum vitae, commonly referred to as CV, is a two or more page detailed synopsis. It includes a summary of your educational and academic background, as well as teaching and research experience, publications, presentations, awards, honors, affiliations, and other details. Your CV should be clear, concise, complete, and up-to-date with current employment and educational information.

Sample Curriculum Vitae Template

CONTACT INFORMATION

Name
Address
Telephone
Cell Phone
Email

PERSONAL INFORMATION

Date of Birth
Place of Birth
Citizenship
Visa Status
Sex

Optional Personal Information:

Marital Status
Spouse's Name
Children

EMPLOYMENT HISTORY

List in chronological order, include position details and dates
Work History
Academic Positions
Research and Training

EDUCATION

Include dates, majors, and details of degrees, training and certification
High School
University
Graduate School
Post-Doctoral Training

PROFESSIONAL QUALIFICATIONS

Certifications and Accreditations
Computer Skills

AWARDS

PUBLICATIONS

BOOKS

PROFESSIONAL MEMBERSHIPS

INTERESTS

Read more at <http://europass.cedefop.europa.eu>

Letter of application

Definition: A letter of application, also known as a cover letter, is a document sent with your resume to provide additional information on your skills and experience.

A letter of application (cover letter) typically provides detailed information on why you are qualified for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences.

1. Complete the letter of application for a job with words from the box.

| | | | | |
|---------|------|------------|------------|-----------|
| closing | CV | Department | experience | interview |
| manager | post | qualified | salary | skills |

Dear Sir,

I am writing to apply for the 1of Sales Manager advertised on 3rd March in The Times newspaper. I have worked for the past two years as a junior 2.....in an electronics company in the Marketing 3.....I feel now is the right time to apply for a higher position as I believe I have gained the necessary 4..... .

I am a 5.....engineer (see the enclosed 6.....) and believe I have excellent management 7..... My 8.....at present is £25,000 a year.

I realise that the 9.....date for applications was last Friday, but I hope that you will still be willing to consider my application. I am available for 10..... at any time. I look forward to hearing from you in the near future.

Yours faithfully,
Jason Stephenson

Useful language

Purpose of letter

I am writing to ...

| | |
|-------------------|----------------------------------|
| suggest that... | apologise for... |
| complain about... | ask for your help with ... |
| explain... | apply for... |
| invite you to ... | give advice about... |
| thank you for... | say how sorry I am about/that... |

Polite requests

I would appreciate it if you would/could ...

I would be grateful if you would/could ...

Saying 'No' politely

I'm afraid that... I'm sorry that...

Ending

I look forward to hearing from you soon.

I hope to hear from you in the near future.

2. It is important that you use appropriate language. Look at these sentences from job applications. Why would they be inappropriate in a formal letter? What would be a better way of expressing them?

EXAMPLE: I hope to hear a humble response from you soon.

Inappropriate - *humble* is not used in this way. It would be better to say:

I hope to hear from you soon or I look forward to hearing from you in the near future.

- 1 I want a job in your cinema as soon as possible.
- 2 Please, please, spare a thought to consider my application.
- 3 I found your Excellency's job advertisement in the paper last week.
- 4 I want you to answer this letter immediately.
- 5 I can't attend the interview next week as I am busy.
- 6 You forgot to send me an application form.
- 7 It is with regret that I must inform you that there are a number of deficiencies with your answer to my question.
- 8 Hope you like my CV.
- 9 Email me about my application any time.
- 10 May I take this opportunity to enlighten you about my many qualifications?

Useful phrases for letter of application

3. Translate the phrases used for writing a letter of application into your native language.

| English | Ukrainian/Russian |
|---|-------------------|
| I see from your advertisement in... | |
| I have learned from business associates... | |
| I'd like to apply for this post. | |
| Please send me further details of the post together with the application. | |
| As you will see from the enclosed CV (curriculum vitae)... | |
| I have considerable experience in this type of work. | |
| I have also attended several conferences on this subject. | |
| I feel I can meet the requirements of this post. | |
| I am currently working for an export firm. | |
| I am looking for a similar post. | |

| | |
|--|--|
| Now I wish to change my job. | |
| I speak fluent English and German. | |
| I have basic knowledge of... | |
| I have qualifications in... | |
| I have a diploma in... | |
| I have a degree in... | |
| I can operate the computer. | |
| I went to University I ...where I studied... as my major. | |
| Then I worked for... years for a firm... | |
| I was promoted to department manager in 2007. | |
| I was made redundant in 2008. | |
| I wish to work for a larger organization with international links. | |
| Should you wish to invite me for an interview, I can come to be interviewed at any time. | |
| I can only come to interview on Fridays. | |
| Could I come to interview at a later date? | |
| I hope that you will consider my application favourably. | |
| I enclose a reference from my previous employer. | |
| I enclose copies of references from my last two employers, and copies of my diplomas. | |
| The names of two references are given below. | |
| I would be pleased to provide you with any further information you may require. | |

Оцінювання модульного контролю

1. Тест – 50 балів
2. Самостійна робота – 40 балів
3. Поточний контроль – 10 балів

Критерії оцінювання самостійної роботи

До звіту про виконану самостійну роботу входять та оцінюються:

1. **Переклад** з англійської мови на рідну – 10 балів (перекладається половина обсягу прочитаного; загальний обсяг прочитаного складається з кількості тижнів x на 2 тис. друкованих знаків)
2. **Анотування** (2 анотації) – 5 балів (анотується друга половина прочитаного)
3. **Словник** термінів – 5 балів
4. **Презентація** – 10 балів
5. **Тези** за темою наукового дослідження – 10 балів.

Критерії оцінювання презентації

1. Структура презентації – 2 бали
2. Подача матеріалу – 2 бали
3. Мовні засоби – 2 бали
4. Засоби візуалізації – 2 бали
5. Участь у обговоренні теми презентації – 2 бали

За участь у конференції надаються 10 заохочувальних балів.

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ІНОЗЕМНА (АНГЛІЙСЬКА) МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ, ЗАВДАННЯ ТА ВПРАВИ
ДО ПРАКТИЧНИХ ЗАНЯТЬ І САМОСТІЙНОЇ РОБОТИ**

Змістовий модуль 2. Іншомовне академічне письмо

для магістрів усіх напрямів підготовки

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