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ENGLISH FOR MASTERS

Учебное пособие по английскому языку для магистрантов и аспирантов
сельскохозяйственных вузов всех направлений подготовки

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Учебное пособие предназначено для студентов, изучающих язык для профессиональных целей в магистратуре и аспирантуре сельскохозяйственных направлений подготовки.

В учебном пособии представлены научно-популярные статьи на английском языке и задания к ним для совершенствования уровня владения научным английским языком. Пособие также содержит упражнения, охватывающие все основные темы из разделов грамматики.

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ПРЕДИСЛОВИЕ

Учебное пособие А.В. Анненковой и Т.В. Амосовой представляет собой сборник научно-популярных статей на английском языке и упражнений к ним и предназначено для студентов неязыковых вузов всех направлений подготовки уровня магистратуры и аспирантуры. Пособие охватывает все основные темы по английскому языку для научных целей (реферирование, аннотирование, сжатие содержания (summary), подготовка презентации, выступление на международной конференции), предусмотренные рабочей программой по дисциплине и нацелено на совершенствование иноязычной профессиональной компетенции обучающихся.

Проверка и оценка знаний, умений и навыков владения обучающимися иностранным языком на профессиональном уровне является очень важной и необходимой составной частью учебного процесса второй ступени высшего образования, а овладение методикой проверки знаний является одной из важных и трудных задач, стоящих перед преподавателем. Представленное пособие позволяет сформировать и оценить уровень умений анализа, синтеза научно-популярных текстов на английском языке, критического мышления, навыков подготовки научного доклада и презентации у обучающихся.

Авторами проведена серьезная работа по отбору и систематизации практического материала, предусмотрена коммуникативная составляющая совершенствования профессиональной коммуникативной компетенции.

Методическое пособие "ENGLISH FOR MASTERS" соответствует всем требованиям Госстандарта высшего образования, предъявляемых к подготовке соответствующих профессионалов, соответствует учебному плану и рабочей программе.

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1. INTRODUCTION

Task 1. *Learn the words.*

abstract of thesis (article) автореферат диссертации (статьи)

adviser, n 1 куратор 2 научный руководитель

assistant professor, n доцент (учёное звание ниже, чем *associate professor*)

associate professor, n 1 доцент университета 2 адъюнкт-профессор

candidate for Master's degree кандидат на соискание учёной степени магистра

complete, v завершать **completion, n** завершение

Doctor of Science = ScD = DSc доктор технических наук

entrance examinations вступительные экзамены

GCE - general certificate of education - свидетельство об общем образовании

master, n магистр - учёная степень

magister, n учёное звание магистра

degree of master степень магистра

magistracy, n магистратура

Master's degree, n магистр

MSc - Master's degree in taught programs (in science)

paper, n 1 научный доклад 2 статья 3 письменная работа

PhD кандидат наук

postgraduate, n аспирант

postgraduate courses 1 аспирантура 2 курсы усовершенствования

Agricultural university аграрный университет

department /faculty факультет

engineering department инженерный факультет

economics department экономический факультет

biotechnology and veterinary medicine department факультет биотехнологии и ветеринарной медицины

agronomy department агрономический факультет

wild life management department факультет охотоведения

energy department энергетический факультет

Речевые клише для написания рефератов и аннотаций

The article deals with ...

As the title implies the article describes ...

The paper is concerned with...

It is known that ...

It should be noted about ...

The fact that ... is stressed.

A mention should be made about ...

It is spoken in detail about...

It is reported that ...

The text gives valuable information on...

Much attention is given to...

It is shown that...

The following conclusions are drawn...

The paper looks at recent research dealing with...

The main idea of the article is...

It gives a detailed analysis of...

It draws our attention to...

It is stressed that...

The article is of great help to ...

The article is of interest to ...

The paper is devoted to (is concerned with)

The paper deals with

The investigation (the research) is carried out

The experiment (analysis) is made

The measurements (calculations) are made

The research includes (covers, consists of)

The data (the results of ...) are presented (given, analyzed, compared with, collected)

The results agree well with the theory

The results proved to be interesting (reliable)

The new theory (technique) is developed (worked out, proposed, suggested, advanced)

The new method (technique) is discussed (tested, described, shown)

This method (theory) is based on

This method is now generally accepted

The purpose of the experiment is to show

The purpose of the research is to prove (test, develop, summarize, find)

Special attention is paid (given) to

Some factors are taken into consideration (account)

Some factors are omitted (neglected)

The scientists conclude (come to conclusion)

The paper (instrument) is designed for

The instrument is widely used

A brief account is given of

The author refers to ...

Reference is made to

The author gives a review of

There are several solutions of the problem

There is some interesting information in the paper

It is expected (observed) that

It is reported (known, demonstrated) that

It appears (seems, proves) that

It is likely (certain, sure)

It is possible to obtain

It is important to verify

It is necessary to introduce

It is impossible to account for

It should be remembered (noted, mentioned)

derive (equations, expressions, curves, formulae, relations etc.) — получать (выводы, уравнения, выражения, кривые, формулы, соотношения и пр.)

produce (create) a compound plasma, power etc. — получать (производить, создавать) соединение, плазму, вещество, мощность и т.д.

Calculate — вычислять, подсчитывать, находить, определять величину (при помощи арифметических действий).

Compute — подсчитывать, производить численный расчет (часто с помощью вычислительной техники).

Estimate — оценивать, получать оценку (в числах), определять, находить количественную величину.

Evaluate — оценивать (величину, количество, степень, значение, роль) определять, выяснять, находить (причину явлений или событий).

make (undertake, perform) a study — исследовать, изучать, анализировать

carry out an investigation — проводить исследование

perform analysis of (on) — проводить анализ

make calculation, estimation, evaluation of (on)... — подсчитывать, рассчитывать, давать оценку, находить, определять

make measurements of (on) — измерять, делать измерения

give description of... — описывать, давать описание, рассматривать

develop (method, technology, device) — разрабатывать (метод, прибор)

design (device, scheme) — проектировать (прибор, схему)

construct, fabricate, create (a device) — изготовлять, создавать, строить, сооружать (прибор)

assemble (device) — собирать (прибор)

solve (problem, equation) — решать (задачу, уравнение)

make, carry out, perform (experiment, study, work) — проводить (делать, ставить) опыт

Глаголы с общим значением исследования:

Study – имеет наиболее широкое употребление и означает «изучать, исследовать».

Investigate – подчеркивает тщательность исследования.

Examine – помимо «изучать, исследовать», означает «рассматривать, внимательно осматривать, проверять».

Analyze – исследовать, изучать, анализировать.

Consider – изучать, рассматривать.

Глаголы с общим значением описания:

Describe – описывать, давать описание.

Discuss – обсуждать описывать (с элементом полемики), излагать.

Outline – кратко описывать, описывать (в общих чертах), очерчивать.

Consider – рассматривать, обсуждать (принимая во внимание разные параметры).

Глаголы с общим значением получения:

Obtain – получать (наиболее широкое значение).

Determine – определять, получать, находить (любым способом).

Find – находить, обнаруживать.

Establish – устанавливать, (точно) определять, (убедительно) показывать.

Task 2. *Translate the sentences.*

1. Every postgraduate has to write abstract of thesis before the thesis. The abstract of thesis is published or presented online.
2. The adviser has to manage the process of the research and defense. Highly-qualified adviser is very important for each postgraduate student and candidate for Master's degree.
3. The assistant professor position means the scientific work activity and prosecution of research. Assistant professors carry out the scientific work of their own.
4. The associate professor position is higher than that of the assistant professor. Associate professors carry out the scientific work of their own and guide postgraduate studies and their scientific research.
5. Candidates for Master's degree take the course of studies after four years of university studies and graduation. In two years they will get the Master's degree.
6. My friend has completed the studies for master's degree and would like to take postgraduate course. He would like to become the postgraduate in Applied Mathematics.
7. To become Doctor of Science one has to take the course of doctorate. After defense of doctorate thesis my brother will become the Doctor of Science.
8. Have you passed your entrance examinations already? Yes, I have done it successfully.
9. After getting general certificate of education at a high level one can enter university. That is why general certificate of education is very important for everybody.
10. In magistracy postgraduate students get the degree of master and then take postgraduate studies.
11. Next year I am going to enter magistracy and become the candidate for degree of master. Studies at magistracy are the stage before taking postgraduate course.
12. To become a master the graduate enters magistracy. After studies at magistracy the candidate can get the Master's degree and then the magister.
13. There is a great variety of Master's degrees in science. Among them are the master's degrees in Biological Chemistry, Biological Science, and Physics. I would like to get the degree of master in Biological Physics.
14. All the students, candidates for master's degree, postgraduates, and teachers write research papers. Research papers define the rate of scientists.
15. PhD degree is given after postgraduate studies and defense of thesis.
16. Being postgraduate means carrying out a lot of scientific research. Postgraduates spend much time with studies.
17. Both masters and specialists can take postgraduate courses. Getting postgraduate courses certificates is an obligation necessity for continuing one's operational procedures.
18. The person has to pass PhD exams in the process of postgraduate studies. Without these exams postgraduates are not allowed to defense thesis.

Task 3. *Read about the reasons for choosing the postgraduate course. What are your personal reasons? Motivate your choice.*

Why Do We Choose Postgraduate Studies?

What does choosing the postgraduate course mean for a person? It is going up the level higher than the first degree. What are the reasons for taking postgraduate studies? The first one is the stimulus of the *intellectual challenge*: working with concepts, approaches, methods and ideas, developing skills of analysis and research among the researchers and academics.

The second reason is the *personal challenge*. What is the difference between the *undergraduate* and the *postgraduate level*? Undergraduate level *develops* study skills and the ability of independent studies, and the postgraduate course specifies skills perfection,

responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

Next, there is the serious problem of career prospects, more interesting and highly paid jobs. PhD degree or degree of Doctor of Science can be an obligatory requirement for entering the career, the researcher career or securing promotion to higher levels. In some professional fields the joint programs of universities and employers are undertaken both at undergraduate and postgraduate level and these programs are defined as the first stage of learning for the trainees.

For a number of postgraduates entering academic career as the university teacher and researcher is important. Besides, with rapid extension of higher education in some countries high-status academic position is available only with the Doctorate. It means the increase of the demand for people educated to Doctorate level.

Task 4. *Read the text and speak about your supervisor. Present your own ideas of the scientific work.*

I Am the Magistrate /Postgraduate

I have chosen the magistracy/postgraduate course. What does it mean? It's my choice.

Why have I done it? The main thing is I would like to become a professional in the sphere of computer science. As a matter of fact, I follow the concept of the extended studies. First of all, I would like to become a programmer and then the computer analyst. I have to learn all the newly advanced technologies both in Russian and in English, to read the electronic and published materials, and also to be capable of carrying out the creative project work.

My research supervisor is the Doctor of Engineering, Professor. I admire him as the scientist. He is the Head of Department of Information and Computing Systems. He is the scientific research organizer. The teachers conduct scientific researches personally and in groups in accordance with the plan of the department. There are lectures and seminars. My supervisor is known both in Russia and in the world. He is often the participant of regional or international home and foreign conferences. He is in contact with the other world scientists.

As for me, I have chosen my subject already. Writing dissertation abstract with research actuality, purposes and tasks, theoretical and practical meaning, innovations is very substantial. After that I have to choose the material and make some notes, write draft, structure of my paper, edit and publish it.

Task 5. Useful tips. *Plan your topic as follows:*

First, let me introduce myself.

My name is...

I am a master degree student at the department of ...

My scientific advisor is Prof...

I work under the guidance of professor...

My tutor is

My major interest is in the field of...

I am currently doing my masters degree in studies ...

I major (specialize) in the field of ...

The title of my future thesis is....

The subject of my research is ...

The object of my research is the operation (behaviour/ processes) of (Объект исследования - это носитель проблемы, на который направлена исследовательская деятельность. Предмет исследования - это конкретная часть объекта, внутри которой ведётся поиск (явления, отдельные их стороны, некоторые аспекты и т.д.))

Let me now go into some detail regarding the subject I have mentioned.

I began with the study of literature on the subject including some basic works written by...

I have used many different sources of information, such as ...
 These problems ... are widely discussed (treated) in literature.
 There are many papers discussing the state of the art in the development of...
 The theory of ... was constructed and developed by
 The immediate aim (goal/purpose) is to examine the function (behaviour/ dynamics) of ...
 The main purpose/goal/aim of it is...to find out/to define/to characterize/explore/ to
 investigate/to analyse/to gain/...
 It is aimed at ...
 A current study in our laboratory is addressing the question of
 The focus of my research is on the relationship between and
 It is very important and interesting to examine (analyze/ evaluate/ describe) the complex
 interaction between ... and
 I set myself a task/ objective to/of...
 The tasks that face us /that we are faced with/are as follows....
 Its objectives are the following: ...
 The methods and techniques we apply in this research include experiments (observations,
 laboratory tests, field and pilot plant study ...)
 The experimental part of my research will mostly consist of tests to be conducted on ...
 It is therefore quite encouraging that these methods may be used to solve a number of
 problems in this instance and get an insight in ...
 This work is devoted to an important problem into which too few scientists have researched
 until now.
 The most challenging problems I have faced with are ...
 My study deals in the problems of.../is devoted to the investigation of...
 It touches upon the problems of...
 Earlier studies of this subject show that the problem has not been yet properly explored.
 I consider my work to be relevant nowadays because ...
 Some of most recent results of the research in ... make use of the and the theory of...
 The results may be constructed into a theoretic framework that I am going to describe by
 systemizing the data obtained in the experiments (observations).
 I think they will be of considerable practical significance, because ...
 I expect to obtain the following results ...
 In the future I'm going to continue my studies and take a postgraduate course.
 In conclusion I would like to say that ...

Task 6. *Read the text below and say which, in your opinion, the best way to gain a Master's degree is. What factors influence the growth in master's degree enrollments in Russia?*

Master's Degrees

Students and employers demand for advanced education and certification within professional fields of study has sparked much of the growth in master's degree enrollments.

The master's degree is designed to provide additional education or training in the student's specialised branch of knowledge. Master's degrees are offered in many different fields, and there are two main types of programs: academic and professional.

Academic Master's: The master of arts (M.A.) and the master of science (M.S.) degrees are usually awarded in the traditional arts, sciences, and humanities disciplines. The M.S. is also awarded in technical fields such as engineering and agriculture. Original research, research methodology, and field investigation are emphasised. These programs are usually completed in one or two academic years of full-time study. They may lead directly to the doctoral level.

Professional Master's: These degree programs are designed to lead the student from the first degree to a particular profession. They do not lead to doctoral programs. Such master's degrees are often designated by specific descriptive titles, such as master of business administration (M.B.A.), master of social work (M.S.W.), master of education (M.Ed.), or master of fine arts (M.F.A.). Other subjects of professional master's programs include journalism, international relations, architecture, and urban planning. Professional master's degrees are oriented more toward direct application of knowledge than toward original research. They often require that every student take a similar or identical program of study that lasts from one to three years, depending on the institution and the field of study.

Task 7. Probable Questions and Answers. *Answer the questions.*

1. A. Why did you decide to take a post-graduate course?
B. I am interested in scientific and research work.
I am sure I will be able to improve my knowledge and upgrade my qualification studying in the post-graduate course.
I also hope that my research will help solve the problem of ... in my field.
2. A. What is your field? What are you specializing in?
B. My field is...
The field of my specialization is...
I'm specializing in...
3. A. What is the title/ the headline of your thesis/ dissertation? What is the theme/ the subject of your thesis? Have you chosen the subject for your thesis?
B. The title of my thesis is " ".
The theme of my dissertation is ...
I think that it will consist of an introduction, the main part (that is, two or three chapters), conclusions, and references.
4. A. Is your current research connected with your graduation paper?
B. Yes, it is. In fact, my research is the continuation of my graduation project. On the other hand, I expand the area of study and consider the problem of ... from another point of view.
B. No, it isn't. To say the truth, I changed my field.
5. A. Have you already begun working at your thesis?
B. Yes, I have. I've (already) studied the information dealing with my research (on my research). I've written the Introduction/the first chapter of my thesis.
B. No, I haven't. First I plan to pass my Candidate's exams. I also must collect and analyze the information and data on my research.
I must study papers and articles by foreign and Russian scientists and put forward a hypothesis.
6. A. Who is your scientific advisor/ supervisor?
B. My supervisor is Prof. N. He is a Doctor of Technical Sciences, an academician, a correspondence-member of the Russian Academy of Sciences. He is a well-known specialist in his field. He has a lot of published papers and takes part in different conferences and symposiums. I am glad to work under Prof. N's supervision. I read some of his articles in scientific journals and magazines. I think they are not only interesting but useful for my own research.
7. A. What does your supervisor do? / Where does he work?
B. He works at the ... University/ at the Department of...
He is the Head of the ... Department/of the ... Laboratory.
He is the dean of the ... faculty/ department.
8. A. In what way does your supervisor help you (with your research)? How often do you consult your scientific advisor?
B. It's hard to overestimate my supervisor's help.

Prof. N., that is my scientific advisor, helped me choose the subject of my research and to make up the plan of my work. I consult him every two or three weeks. He looks through the results of my work and corrects some mistakes.

9. A. Do you prefer to work on your own or in a team?

B. To say the truth, I prefer to work on my own but sometimes the research itself or carrying out experiments cannot be done individually.

10. A. Have you ever taken part in scientific conferences? Did you participate in any scientific conferences or symposiums?

B. Yes, I have. Last year I took part in the (regional/national/ international) conference in Omsk. I made a report on the results of my research.

B. No, I haven't./ Not yet. But next year I am going to participate in a conference (which will be held in Omsk). I know that conferences and symposia are very important for scientists and researchers. They give an opportunity to present the results of one's work and to exchange opinions on this or that problem.

11. A. Is your research theoretical or practical?

B. Well, I think my research is (purely) theoretical work. It is (both) theoretical and practical.

12. A. What machines (equipment/ materials/ technologies/ processes) used in your field do you know? Which of them do you use in your own research?

B. In my field there is a great variety of ... such as...

There are many different methods of ... / The main of them are ... / The most common of them include.

13. A. What is the goal of your research? What problem(s) would you like to solve by your research?

B. The aim of my research is... / I'd like (I would like)...

- to improve the technology of...
- to develop a new material/ substance for...
- to work out a new approach to...
- to increase ... (labour productivity, the output of .)
- to cut the time of... / the cost of...
- to decrease the effect of the production upon the environment.

14. A. Do you know any Russian or foreign researchers/ investigators working in your field?

B. Yes, I do. There are many/ few scientists working in my field. Among them there is Prof. N from... He is known for...

15. A. Is your field important for the national economy?

B. Sure./ Of course, my field is very important because/ as...

It plays a great role in... / It makes it possible to...

It provides the region/ the country with...

16. A. Is English your first Candidate's exam?

B. Yes, it is. As a post-graduate I have to pass three exams: in a foreign language (for me it is English), in philosophy and in my speciality (that is, in management). As for philosophy I will have it on the 15th of June. And I'll take the exam in my specialty next year.

B. No, (it isn't). I have already passed my exam in philosophy. I passed it last year.

17. A. Do you know any English magazines and journals in your field?

B. Not many, but there are such journals as...

18. A. Are the materials you have read in English useful for your research? Will you use the materials you have read in your thesis?

B. Yes, I think I will make use of some of these materials in my research as well as in my thesis and my work.

Task 8. *Look and memorise the combinations with the word degree.*

- 1) academic degree – ученая степень
- 2) bachelor's degree – степень бакалавра
- 3) master's degree – степень магистра
- 4) doctoral/ doctor's degree – докторская степень
- 5) (post) graduate degree – ученая степень выше бакалавра
- 6) a degree day – день получения диплома (на торжественной церемонии в университете)
- 7) by degrees – постепенно, понемногу
- 8) in the last degree – до последней степени, в высшей степени
- 9) of the first degree – чрезмерный, заправский
- 10) to a degree – очень, значительно

Task 9. *Translate the sentences. Make up your variants.*

1. To some degree, Katie had been right.
2. Joe gained his Master's degree at London School of Economics.
3. She achieved a high degree of proficiency.
4. The new bachelor's degrees were initially focused on education, health care, and information technology.
5. Students may obtain postgraduate degrees in economics and public relations.

Task 10. 1. *Do you know when the system of academic degrees evolved?*

2. *What is the oldest university in Europe?*

History of Academic Degree

An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded.

The most common degrees awarded today are Bachelor's, Master's and Doctoral degrees. Most higher education institutions generally offer certificates and programs of Master of Advanced Studies, which is known as a *Diplôme d'études supérieures spécialisées* under its original French name.

The modern academic system of academic degrees evolved and expanded in the medieval university, spreading everywhere across the globe. No other European institution has spread over the entire world in the way in which the traditional form of the European university has done. The degrees awarded by European universities – the bachelor's degree, the licentiate, the master's degree, and the doctorate – have been adopted in the most diverse societies throughout the world.

The doctorate (Latin: *doceo*, I teach) appeared in medieval Europe as a license to teach at a medieval university. Its roots can be traced to the early church when the term "doctor" referred to the Apostles, church father and other Christian authorities who taught and interpreted the Bible.

Originally the terms "master" and "doctor" were synonymous, but over time the doctorate came to be regarded as a higher qualification than the master degree.

In the medieval European universities, candidates who had completed three or four years of study in the prescribed texts of the trivium (grammar, rhetoric, and logic), and the quadrivium (mathematics, geometry, astronomy and music), together known as the Liberal Arts, and who had successfully passed examinations held by their master, would be admitted to the degree of bachelor of arts.

Further study would earn one the Master of Arts degree. Master of Arts was eligible to enter study under the "higher faculties" of Law, Medicine or Theology, and earn first a bachelor's

and then master or doctor's degrees in these subjects. Thus a degree was only a step on the way to becoming a fully qualified master – hence the English word "graduate", which is based on the Latin gradus ("step").

Today the terms "master", "doctor" (from the Latin "teacher") and "professor" signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university. (Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology or Doctor of Theology depending on the place).

The earliest doctoral degrees (theology - Divinitatis Doctor (D.D.), philosophy - Doctor of philosophy (D.Phil., Ph.D.) and medicine - Medicinæ Doctor (M.D., D.M.) reflected the historical separation of all University study into these three fields. Over time the D.D. has gradually become less common and studies outside theology and medicine have become more common (such studies were then called "philosophy", but are now classified as sciences and humanities – however this usage survives in the degree of Doctor of Philosophy).

Test 1

Multiple Choice

Match the Russian words and their English variants. Which English variant is right? Choose the right one.

1

автореферат (диссертации, статьи)

- abstract
- abstract of thesis
- precis
- completion

2

куратор, научный руководитель

- adviser-consultant
- Doctor of Science
- adviser
- master

3

доцент университета

- assistant professor
- candidate for Master's degree
- undergraduate
- associate professor

Test 2

Multiple Choice

Choose the only right variant.

магистр - учёная степень

- magister
- master
- magistracy
- Master's degree

аспирант

- PhD
- MSc
- MA
- postgraduate

3

доктор технических наук

- Doctor of Literature/Letters
- Doctor of Physical Sciences
- Doctor of Engineering
- Doctor of Social Sciences

Test 3

Multiple Choice

Find the only right variant.

защита диссертации

- short course
- course work
- thesis
- thesis work

руководитель группы студентов, младший преподаватель

- teacher
- leader
- supervisor
- tutor

Test 4

Give the right definitions for all terms.

1) observation

2) induction

a) a formal set of ideas that is intended to explain why smth happens or exists.

b) the process of using information or finding the answer to the problem.

- 3) deduction
 - c) a method of discovering general rules and principles from particular facts and examples.
- 4) analysis
 - d) an idea or explanation of smth that is based on a few known facts but has not yet been proved to be true or correct.
- 5) synthesis
 - e) the act of watch smth carefully for a period of time, esp. to learn smth.
- 6) hypothesis
 - f) the detailed study or examination of smth in order to understand more about it.
- 7) experiment
 - g) the act of combining separate ideas, beliefs, styles; a mixture or combination of them.

2. RENDERING

2.1. What is rendering?

Imagine you work in an office. Imagine one morning your boss comes up to your desk with a file of papers and says: «I want you to read this up, represent it in a smaller volume, suppressing all insignificant information, and give your own conclusion». He/she won't be saying like that, actually. He/she will say «Render this, please»

Rendering is defined in the Webster's dictionary as «art of making presentations». Art indeed, as it requires a lot of your skills and knowledge of reconstructing and rearranging a written passage without any considerable damage to its context and idea(s).

You may have to prepare rendering for two main purposes:

- ✓ one can read your rendering and won't have to take up the original passage.
- ✓ one can read your rendering and decide for themselves if they need to take up the original passage or not.

Rendering can't be produced without thorough comprehension of the passage. Dividing the text into logical parts and singling out the main idea of each of them can be an essential help in understanding the passage. You will have to read the original more than once.

All methods of rendering are based on the notional compression of the text, which presupposes the elimination of all types of redundancy, i.e. elements that repeat each other.

A **rendering** is a text based on the notional compression of the original with the aim of rendering its general matter. The material in a rendering is presented from the point of view of the author of the original and does not include any elements of interpretation or evaluation.

Rendering can be performed with two aims: informative and educational.

A rendering is usually kept to the following structure:

- introduction, where you provide all necessary background information such as the title and source of the passage and state the main idea;
- the body, where the main idea is revealed;
- the conclusion on the passage;
- your opinion of the problem (position) introduced in the passage.

There are several basic principles you are to follow in order to make a successful rendering:

- ✓ You have to develop your power of judgment, so that you may be able to decide rightly what must be expressed and what must be suppressed.
- ✓ In rendering, facts should be expressed as plain statements, with constant reference to the author of the passage. Try to avoid evaluative words and phrases in the body of the rendering, keep them for expressing your own opinion.

✓ Figurative language is in most cases unsuitable.
To master rendering you will need certain skills that are discussed further.

2.2. Skills

A. Identifying the topic, main idea(s), and supporting details

Understanding the **topic**, the **gist**, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in scientific reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The **topic** is the broad, general theme or message. It is what some call the subject. The **main idea** is the «key concept» being expressed. **Details**, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

1. Grasping the Main Idea:

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it. A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the **topic sentence** of that paragraph.

The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

2. Identifying the Topic:

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic – the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub – the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, «What is this about?» Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes you can spot

the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

So, the topic-finding strategy is the following: first, you reread the first paragraph on the page. Ask yourself the question, «What is this paragraph about?» To answer, say to yourself in your mind, «The author keeps talking about ...». Do the same with the second, third, and other paragraphs.

The bulk of an *expository paragraph* is made up of supporting sentences (major and minor details), which help to explain or prove the main idea. These sentences present facts, reasons, examples, definitions, comparison, contrasts, and other pertinent details. They are most important because they sell the main idea.

The last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to restate all or part of the topic sentence so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph.

Of course, the paragraphs you'll be reading will be part of some longer piece of writing – a textbook chapter, a section of a chapter, or a newspaper or magazine article. Besides expository paragraphs, in which new information is presented and discussed, these longer writings contain three types of paragraphs: *introductory*, *transitional*, and *summarizing*.

Introductory paragraphs tell you, in advance, such things as (1) the main ideas of the chapter or section; (2) the extent or limits of the coverage; (3) how the topic is developed; and (4) the writer's attitude toward the topic. *Transitional* paragraphs are usually short; their sole function is to tie together what you have read so far and what is to come – to set the stage for succeeding ideas of the chapter or section.

Summarizing paragraphs are used to restate briefly the main ideas of the chapter or section. The writer may also draw some conclusion from these ideas, or speculate on some conclusion based on the evidence he/she has presented.

EXERCISE 1. Read the following paragraph and underline the stated main idea. Write down in your own words what you are able to conclude from the information.

In the United States alone, hundreds of thousands of poultry farms produced nearly 9 billion chickens for consumption in 2016, according to a report published in April by the U.S. Department of Agriculture (USDA). And all those chickens add up to big profits — a value of about \$26 billion, the USDA reported. But the staggering popularity of chicken has come at an enormous cost — to chickens and to people.

The story of the demand for chicken is also a story of antibiotics, which spurred the growth of the chicken industry by literally fueling the growth of chickens, making broilers put on weight more quickly and with less feed. At the same time, greater numbers of chickens raised together in close quarters increased the risk of communicable diseases, encouraging the liberal use of preventative antibiotics to stave off the possibility of epidemics, according to science writer and journalist Maryn McKenna. *Mindy Weisberger, Sept. 18, 2017, Lifescience.com*

EXERCISE 2. Identify the topic sentence and the supporting details

A typical paragraph is organized like this:

I. The Main Idea Sentence (the topic sentence):

A. Supporting Detail #1

B. Supporting Detail #2

C. Supporting Detail #3

II. Concluding (or Summary) Sentence

There are three main benefits from exercise: weight loss, muscle tone, and cardiovascular improvement. First of all, a moderate exercise program such as bicycling, walking, jogging or aerobics for thirty minutes four days a week will result in weight loss for the average person. An increase in activity means the body will burn more calories, resulting in weight loss. Second, moderate exercise helps develop and tone muscles in the arms, legs, back, neck and shoulders. The body uses these muscles to exercise, and the activity helps the muscles become stronger. The heart, the most important muscle in the body, gets stronger with exercise, which makes the heart work more efficiently. This brings about the third benefit – cardiovascular improvement. Exercise causes the heart to pump blood throughout the body more efficiently. The lungs deliver more oxygen to the cells, and breathing is easier. All of these benefits are the result of exercise, so start an exercise program today!

EXERCISE 3. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following articles

1) Opinion article

The ability to insert man-made DNA into other organisms was considered a "scientific breakthrough," one that received a Nobel Prize, as well as helped jumpstart what we know today as the biotech empire.

Despite GMOs being introduced more than 20 years ago, there are still folks out there who are completely clueless to as what a GMO is. This is astonishing considering that by 1999 more than 100 million acres across the world were planted with GMOs.

If GMOs are so great and lifesaving, then why didn't the public know about them sooner? The concept that eating organic and avoiding as much exposure to toxins as possible is the healthiest is relatively new in its popularity; however, the movement has skyrocketed in recent years (particularly the last year and a half).

The movement has skyrocketed not because the agriculture industry decided to come clean about the dangers associated with GMOs, but because public awareness has swept the nation thanks to new information regarding the adverse health and environmental impacts associated with GMO technology.

Naturalnews.com, Sunday, April 10, 2016 by: Julie Wilson

2) *Information article*

According to recent medical research, sleeping more than nine hours or less than six hours a night can shorten your life expectancy. Those who are likely to live longest are people who regularly get between seven and eight hours a night.

A new survey of 1,000 adults conducted by the Better Sleep Council (BSC) found that few people understand the important role sleep plays in normal daily brain functions and many people actually reduce their brain power by getting too little sleep. One in three adults admit that they do not get enough sleep, and lack of sleep is leaving millions of people without the energy to work as hard as they should. Although a large number of people say that they need to be mentally alert in their work, over half of the people interviewed say that they sleep just under 7 hours a night during the week. On the other hand, most of the people interviewed say that they sleep more than seven hours a night at the weekend. This suggests that a significant number of people try to catch up on their sleep at the weekend instead of getting enough sleep during the week, when they most need it.

3) *News article*

Tens of thousands of hogs are being slaughtered to stop its spread.

Oct 25, 2018

BY ASHLEY P. TAYLOR, THE-SCIENTIST.COM

Since August, a deadly and contagious pig disease, African swine fever, has been circulating among livestock in China, which produces half the world's pork, *The Guardian* reports. The disease is nearly 100 percent fatal and spreads by exposure to infected animals and contaminated feed. Chinese officials say the disease poses no threat to humans, yet it threatens an important component of the Chinese food supply: two-thirds of China's meat consumption is pork, according to *The Guardian*.

In response to the outbreak, 200,000 pigs in China have been killed, according to *Reuters* (*The Guardian* reports 70,000).

There have also been several bans on pig transport among Chinese provinces in an effort to stem the spread of African swine fever (ASF), *The Guardian* reports. Yet on Monday (October 22), two cases of the disease were detected in South China, where it had not previously been found.

According to a statement by China's agriculture ministry, 62 percent of the first 21 outbreaks were linked to the feeding of kitchen scraps, or swill, to pigs, *Reuters* reports. The virus was even detected in kitchen waste fed to pigs in

Mongolia. Although swill is supposed to be heated before it is fed to animals, not everyone does that, and today (October 24), China's agriculture ministry said it would ban the practice of feeding swill to pigs.

AFV has the distinction of being the only arthropod-borne DNA virus, according to a fact sheet by the United States Department of Agriculture (USDA). It's a hemorrhagic disease that affects both wild and domestic pigs. First detected in Kenya in the 1920s, ASF has never been found in Australia, New Zealand, Canada, or the US.

EXERCISE 4. Find the main idea of the whole article, make up a title for it.

It's easy to see why pollinators are dying off. Their natural habitat of wildflowers and herbs is being replaced by sweeping fields of pesticide-saturated GMO crops. These pesticide chemicals are affecting the bees' nervous and immune systems, making them more susceptible to parasitic infections.

Dr. Jessica Shade of The Organic Center said, "Organic farming supports all of agriculture by maintaining and nourishing healthier pollinator communities, through practices such as crop rotations, hedgerow planting and the use of integrated pest management techniques. Our goal is to gain recognition for these important organic practices."

Industrial agriculture uses insecticides, herbicides, and fungicides liberally without investigating the scientific impact that these chemicals have on soil microbes, water quality, pollinator health or entire ecosystem shifts. For example, an insecticide class known as neonicotinoids is used as both a spray and as a seed coating. These pervasive applications transfer into the crops and end up in the plant's nectar, poisoning the bees. Instead of poisoning the plant, the bee and the soil microbes, farmers can use organic integrated pest management techniques that control pests while also considering the health of ecosystem in the process.

Organic farming techniques also exclude herbicides. Less herbicide means more wildflowers. These wild flowering plants provide a diverse habitat for pollinators to thrive. Organic farming improves these natural resources, protecting the bees' native habitat. The biodiversity provides sufficient pollen for the bees to build stronger and more robust hives.

"One of the simplest ways to conserve our pollinator populations in an agriculturally reliant world is through organic farming. Consumers can rest assured that every time they purchase an organic product, they are supporting pollinator health," said Shade.

Sources:

<http://www.prnewswire.com>
<https://www.organic-center.org>

B. Summarizing

A summary –

- ✓ is an essential condensation in your own words.
- ✓ answers the question «what is the author really saying?»
- ✓ is the result of careful «listening» to the author.
- ✓ remains faithful to the author's emphasis and interpretation.
- ✓ does not disagree with or critique the author's opinions.

How to Summarize a Paragraph

- ✓ Read the paragraph twice.
- ✓ Isolate the topic sentence; if it conveys reliably the meaning of the paragraph, consider it your summary.
- ✓ Underline key phrases and look for any crucial distinctions or contrasts which form the framework of the paragraph.
- ✓ Write your own summarizing sentence which makes use of those key phrases or distinctions.

How to Summarize an Article

- ✓ Ask yourself why the article was written and who is the intended audience.
- ✓ Consider the author's background. Does he have a special bias or point of view?
- ✓ Compare the opening and closing paragraphs.
- ✓ Read the entire article more than once, if necessary.
- ✓ Underline key or repeated words and phrases.
- ✓ Distinguish the author's main idea from details which support that idea or are repetitions and variations on the same theme.
- ✓ Draft a several-sentence summary which defines the author's main idea broadly enough to account for most of the supporting material introduced.

How to Summarize a Complex Article

- ✓ Preview the article, skimming headings and first sentences; clarify any difficult terms with a dictionary or glossary.
- ✓ Read the opening and closing paragraphs.
- ✓ Read the article at least twice.
- ✓ Isolate each important point as it occurs in the article and write it down in a complete sentence.
- ✓ State the thesis of the article in one sentence.
- ✓ Note how ideas are related to each other – comparison/contrast, cause-effect relationships, problem-solution patterns.
- ✓ Write your summary by reconstructing the author's argument from your list of important ideas; draw attention to the relationships among ideas by using transitional phrases (like nevertheless, however, in contrast).

Remember, your summary should

- ✓ read like a coherent, unified paragraph in its own right.
- ✓ account for most of what the author says in your own words.
- ✓ maintain a neutral, impartial tone.

In summarizing, you want to capture the essence of what the author has said, but in fewer, your own words. There is no point in a summary that is as long as the original.

EXERCISE 1. Here are some passages from the article about effective use of land. Summarize them using the steps below, limit your summary to 25–30 words

To summarize, follow these steps:

- Read the passage several times.
- Decide on the essential points; write down key words and expressions that remind you of these essential points. (These may come from the text or from you.)
- Expand your key words into a sentence or two. You can write in the third person (*she, he*, for example) even if the passage is in the first person (*I*).

Can We Grow More Food on Less Land? We'll Have To, a New Study Finds

If the world hopes to make meaningful progress on climate change, it won't be enough for cars and factories to get cleaner. Our cows and wheat fields will have to become radically more efficient, too.

That's the basic conclusion of a sweeping new study issued Wednesday by the World Resources Institute, an environmental group. The report warns that the world's agricultural system will need drastic changes in the next few decades in order to feed billions more people without triggering a climate catastrophe.

The challenge is daunting: Agriculture already occupies roughly 40 percent of the world's land and is responsible for about a quarter of humanity's greenhouse gas emissions. But with the global population expected to grow from 7.2 billion people today to nearly 10 billion by 2050, and with many millions of people eating more meat as incomes rise, that environmental impact is on pace to expand dramatically.

Based on current trends, the authors calculated, the world would need to produce 56 percent more calories in 2050 than it did in 2010. If farmers and ranchers met that demand by clearing away more forests and other ecosystems for cropland and pasture, as they have often done in the past, they would end up transforming an area twice the size of India.

That, in turn, could make it nearly impossible to stay below 2 degrees Celsius of global warming, the agreed-upon international goal, even if the world's fossil-fuel emissions were rapidly phased down. When forests are converted into farmland, the large stores of carbon locked away in those trees is released into the atmosphere.

"Food is the mother of all sustainability challenges," said Janet Ranganathan, vice president for science and research at the World Resources Institute. "We can't get below 2 degrees without major changes to this system."

EXERCISE 2. Summarizing a newspaper column

Here is the example of summarizing a bigger article

Language

When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing. We expect to learn it as we learned geometry or how to ride a bicycle – systematically, and with clear ultimate success. Many people subsequently give up when they discover just what a misconception this is. They have in fact embarked on an activity that could last the rest of their lives. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are – in many cases – barely masters of the language they call their own mother tongue. Studying any language is, in, fact, an endless voyage. Each of thousands of languages currently used in the world is a complex affair. Many languages do have a standard form – particularly on paper – and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. The English language is just such a hybrid. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek, and since then has acquired bits and pieces of every other language that its users have ever been in contact with.

A second common misconception about language is that words have fixed and clear meanings. That is – fortunately or unfortunately – far from true. Take even the apparently simple and specific English word «man». It seems clear enough; it refers to «an adult male human being». Of course it does, but just consider for a moment the following sentences:

1. There are several men missing in this chess chest.
2. The boat was manned entirely by women and children.

You may argue that these sentences are somewhat unnatural; certainly they do not represent the everyday core meaning of the word «man». They are, however, legitimate extensions of that core meaning, the second being especially interesting because it is a verb and not a noun, and suggests that we expect adult male human beings to serve as the crew of ships, and not women and certainly not children. Part of the pleasure and genius of language may well arise out of this slight misuse of words. After all, if you call a person a cat or cabbage, no literal identification is intended, but a lot of meaning is nevertheless conveyed.

A third misconception about language claims that every language is – or should be – equally used and understood by all its practitioners everywhere. Certainly, users of the standard forms of English in the United Kingdom generally understand their equivalents in the United States: the degree of similarity between these two major forms of English is great. Dialect –users in these countries, however, have serious problems understanding each other, to the extent that they may wonder if they are actually using the same language. Someone from Brooklyn, New York, will have a trouble with a Cockney from London; an old-style British Army colonel won't do

well in discussion with a Californian flowerchild. Yet they all belong within the vast community of 20th century world English.

Some original sentences of the passages on language	Reduced versions of these sentences
1. When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing (27 words)	1. We often treat a language as though it were a simple unchanging thing (13 words)
2. We expect to learn it as we learned geometry or how to ride a bicycle systematically, and with clear ultimate success. (21 words)	2. We expect to learn it as we learned geometry or how to ride a bicycle (16 words)
3 Many people subsequently give up when they discover just what a misconception this is. (14 words)	3. This is a misconception (4words).
4 They have in fact embarked on an activity that could last the rest of their lives. (16 words)	4. Learning a foreign language is a difficult lifelong activity...(9 words)
5. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are – in many cases – barely masters of the language they call their own mother tongue. (42 words)	5. ...and makes aware that we do not necessary know our own mother tongue really well (16 words)
6. Studying any language is, in, fact, an endless voyage. (9 words)	6. (incorporated into #4)
7. Each of thousands of languages currently used in the world is a complex affair. (15 words)	7. Languages are complex...(3 words)
8. Many languages do have a standard form – particularly on paper – and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. (41 words)	8. ...many of them have standard forms, regional dialects and various social styles. Many of them are the result of the mingling of other languages. (24 words)
9. The English language is just such a hybrid. (8 words)	9. English is just such a hybrid...(6 words)
10. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek , and since then has acquired bits and pieces of every other language that its users have ever been in contact with. (57 words)	10. ...a form of German influenced by French, Latin, Greek and other languages. (12 words)
Total 250 words	Total 103 words

Ann Lander is one of the most widely read advice columnists in the United States. Many consider her an expert in human relationships. Here she gives advice on

choosing a spouse. Read Ann Landers's six pieces of advice several times to be sure that you understand them thoroughly. Then work with a partner to summarize her advice in 65 words or less. In your summary, group Landers's positive statements (1, 5, 6) together and her negative statements (2, 3, 4) together for economy of expression.

How to Make an Intelligent Decision

The more you have in common with the one you choose, the better your chances for a successful marriage. This means religious training, cultural, social and financial background. The old saying «opposites attract» may be true in the field of electromagnetics, but it seldom works out in choosing a lifetime partner.

Don't marry on the spur of the moment. If love is real, it will last. The tired line «marry in haste, repent in leisure» may be a cliché, but it still makes good sense.

Don't marry a person whose chief attraction is sexual. A marriage based in sex will fall apart when the passions cool and they'll cool a whole lot faster than you thought.

Don't marry with the intention of changing your beloved to meet your specifications. It won't work. If during courtship a person is unfaithful, a heavy drinker, a gambler or abusive, marriage will not provide the magic cure. In fact, he'll undoubtedly get worse as time goes on.

Choose someone who wants the same things from life that you want. Discuss in detail your aims, goals and objectives. Marriage should mean companionship and building a life together.

Approach marriage as a permanent relationship and not as an experiment which can be tossed aside if it doesn't work. Remember, a good marriage is not a gift – it's an achievement. It takes working at.

You must repeatedly compromise. Forgive and forget. And then be smart enough to *forget* what you forgave.

Often the difference between a successful marriage and a mediocre one is leaving four or five things a day unsaid.

EXERCISE 3. Summarize a bigger news article. Try to make it at least twice smaller its size.

Article #1 Big Agriculture creating new generation of antibiotic-resistant superbugs

A group of Canadian and French scientists have uncovered more evidence that prolific use of antibiotics in animal agriculture is contributing to the development of drug-resistant "superbugs," in a study published in *Journal of Environmental Quality* and funded by Agriculture and Agri-Food Canada.

Feeding antibiotics to healthy animals is a common practice in industrial agriculture, because it is believed to reduce rates of illness and to result in larger animals and therefore, higher profits. But many health advocates have raised concerns that this practice may accelerate the evolution of antibiotic-resistant bacteria. These bacteria

might evolve directly in the animals' bodies, becoming superbugs if they somehow spread to humans (as in E. coli contamination from cattle feces). In addition, large quantities of unmetabolized antibiotics are secreted in farm animals' manure, which is then used as fertilizer all across North America - creating the potential for the evolution of drug resistance in the wider environment. In the new study, researchers found a new, previously unknown type of drug resistance that combined two already well known bacterial abilities. It is well established that bacteria readily evolve two major forms of drug-resistance: either they develop ways to purge drugs from their cells, or they metabolize the drugs to make them less harmful. Likewise, it is well known that some bacterial species can actually consume certain pesticides for food - to such an extent that those chemicals become ineffective in fields where such bacteria reside. Now, researchers have found a species of bacteria that eats antibiotics for food. "I think it's kind of a game changer in terms of how we think about our environment and antibiotic resistance," Topp said.

Producing new superbugs

14 years ago, Topp and colleagues began a long-term study in which they gave soils an annual treatment with three different veterinary antibiotics: sulfamethazine, tylosin, and chlortetracycline. They wanted to find out whether over time, this would encourage the evolution of antibiotic resistance in soil bacteria. A few years ago, the researchers decided to start another concurrent study comparing the rate at which antibiotics broke down in soil that had received repeated doses versus soil that had never been dosed before. This was based on prior findings that many pesticides break down more quickly in soil where they have been regularly applied. The researchers wanted to find out if there was any selection for antibiotic-degrading microbes, which had never before been observed. To their shock, they found that sulfamethazine broke down five times faster in soil that had been regularly exposed to it. They eventually determined that a strain of Microbacterium - from a family called actinomycete that are known to break down many organic compounds - was actually using sulfamethazine as food. Since then, two other strains of Microbacterium have been found to break down antibiotics in the sulfanamide family.

This implies that continued use of agricultural antibiotics may be exerting a pressure on soil bacteria to evolve antibiotic-digesting abilities, Topp noted. This is an issue of particular concern because unrelated bacterial species are able to swap genetic material.

Sources:

<http://www.sciencedaily.com/releases/2012/12/121207090752.htm>

Article #2 Agricultural Technology Can Save Humanity from Starvation

Some 220 years ago, the somber-faced cleric and scholar Thomas Malthus made a dire prediction: food production could not possibly keep up with population growth in Great Britain. If measures were not taken to limit family size, chaos, starvation, and misery would ensue. And yet, such measures were not taken. The population exploded, but as it turned out, Malthus's dystopian vision never came to pass. Agricultural production rose to the challenge.

Malthus's warnings have a familiar ring today. Once more humanity is staring down the threat of a burgeoning population and concerns that there eventually won't be enough food to go around. By 2050, we will have almost 10 billion mouths to feed in a world profoundly altered by environmental change.

Will history repeat itself, and again refute Malthusian doomsaying? Or will we and our food production capacity succumb to the pressures of unsustainable population growth?

In *How to Feed the World*, a diverse group of experts breaks down these crucial questions by tackling issues surrounding food security.

One critical factor that Malthus left out of calculations of population growth and sustainability was the effect of agricultural revolutions. Humans have experienced three such revolutions, each fueled by technological advances, throughout history: the first, about 12,000 years ago, as our ancestors transitioned from hunting and gathering to settled agriculture; the second as 18th- and 19th-century British farmers drastically increased production, proving Malthus wrong; and the third as commercial-scale agriculture bloomed in the 20th century.

None of humanity's past successes, however, indicate that our modern concerns aren't warranted. Environmental pollution, unsustainable water use, and large-scale land use changes raise doubts about our current food production systems. Ironically, many of the same technological innovations that have prevented starvation also wreak havoc on the environment.

But just because elements of past technologies harm the environment, we need not cast aside the concept of innovating our way out of a food crisis. On the contrary, returning to the crucible of technological innovation will help us find modern solutions.

As Purdue University agricultural economist [Uris Baldos](#) explains in his chapter on technology, although genetically engineered (GE) crops are extremely controversial in public dialog, all indications are that they are here to stay. Since the technology's development in 1973, several GE crops have been created and commercialized. For

example, crops containing a gene from the bacterium *Bacillus thuringiensis* were developed to prevent crop damage from insects, and farmers have adopted them worldwide. There are ongoing efforts to roll out GE versions of fruits, oilseeds, and root crops. Aside from pest and herbicide resistance, plant breeders are also looking to incorporate other useful agronomic traits, such as drought and cold tolerance, virus resistance, and enhanced nutrient content. Some plant breeding programs aim for even-more-ambitious goals. There is an effort to supercharge the photosynthetic process of rice to overcome its current yield limit, for example.

The technology undergirding genetic engineering is expanding at an extraordinary rate, and we are able to do things today that we hadn't imagined possible mere years ago, such as precision genome editing. With the advent of more-efficient and more-precise genetic editing techniques, it is likely that any successful plans to feed the world will involve the use of GE crops.

Accomplishing that goal entails a range of challenges, as illustrated in *How to Feed the World*. Technological innovation can, once more, provide us with the means to overcome many of these seemingly insurmountable odds. But the technologies that saved us before definitely won't save us again. Therefore, we face one central challenge. Before it is too late, can we innovate, invest in, and accept the technologies we will need to feed the world sustainably?

Feb 1, 2018

JESSICA EISE, The-scientist.com

EXERCISE 4. Summarize an opinion article. Try to eliminate all details and examples. The article contains 458 words, try to make it up to 200 words.

Real vs. Artificial Christmas Trees: Which Is the Greener Choice?

By Karen Zraick, NY Times

Nov. 26, 2018

It's the centerpiece of the biggest holiday of the year for many American families: the Christmas tree, the focal point for parties and presents, replete with favorite ornaments and lights.

Some cherish the scent of a real tree and the tradition of bringing it home, while others prefer the tidier and easier option of the plastic variety.

But which is better for the environment? Here's a look at some of the central claims — and the common misconceptions — in that debate.

Cutting down trees is always bad for the environment. (False.)

Don't feel bad about cutting down a tree for the holiday. Christmas trees are crops grown on farms, like lettuce or corn. They are not cut down from wild forests on a large scale, said Bert Cregg, an expert in Christmas tree production and forestry at Michigan State University.

A five- or six-foot tree takes just under a decade to grow, and once it's cut down, the farmer will generally plant at least one in its place. The trees provide many benefits to the environment as they grow, cleaning the air and providing watersheds and

habitats for wildlife. They grow best on rolling hills that are often unsuitable for other crops and, of course, they are biodegradable.

Oregon is the country's biggest grower, followed by North Carolina. Many other states also have sizable Christmas tree farms, which preserve open land from development by their very existence.

Big growers tend to dominate in Oregon, like Holiday Tree Farms, which uses helicopters to harvest about a million trees annually, for sale at big box stores and other locations.

In western North Carolina, the farms tend to be smaller, like the one owned by Larry Smith, who has been growing trees for more than 40 years.

His business, Mountain Top Fraser Fir, was chosen to supply this year's White House Christmas tree, a 19-foot specimen on display in the Blue Room.

"Tell the kids and grandkids to keep buying real trees so we keep the local economy strong and we don't have to sell the land to the rich people from New York City to make condos," Mr. Smith said.

Prices for real trees have reached record highs over the last few years because farmers planted fewer trees during the 2008 recession. That may have driven some families to make the leap to a manufactured one. The average price was \$75 for a real tree last year, while the average price for an artificial tree — which can be reused — was \$107, according to a Nielsen/Harris poll conducted on behalf of the National Christmas Tree Association, which represents sellers of real trees.

Tim O'Connor, a spokesman for the organization, said the best way to ensure future supply was to buy a tree this year.

Reusing an artificial tree reduces its environmental impact. (True.)

A recent survey for the American Christmas Tree Association, conducted by Nielsen, found that three quarters of American households display a tree — and the vast majority of those, around 80 percent, are artificial.

Most of the artificial trees on the market are made of PVC and steel in China and shipped to the United States — and eventually sent to a landfill.

While that may not sound eco-friendly, the A.C.T.A., which represents manufacturers, claims the environmental impact is lower than that of a real tree if you use the artificial tree for five or more years. The group argues that getting a new, real tree each year — and possibly disposing of it in a landfill at the end of the season — has a bigger impact on greenhouse gas emissions, water and energy use, and other areas than a reused artificial tree does.

That assertion is based on a study carried out on the group's behalf by WAP Sustainability Consulting.

Mr. O'Connor of the N.C.T.A., the organization that represents sellers of real trees, said he rejected the study's findings, saying it was "fall-off-your-horse simple that a tree made out of oil, turned into PVC plastic in China and shipped over on a boat, cannot be better than growing a real tree."

Mr. Cregg, the forestry expert at Michigan State, said the study's parameters were too narrow. What about the effect on wildlife and local water supplies, he asked, and the benefit of preserving farmland and jobs?

“Are you interested in supporting the local economy and keeping plastic out of landfills?” he said. “Those would be the questions I would focus on.”

Thomas Harman, the founder and chief executive of Balsam Hill, a high-end artificial tree company, said that his factories recycle scrap plastic for use in some components of their products. But manufacturing a recyclable tree has been challenging. The copper, steel and plastic that are fused together in the production process would need to be taken apart to be recycled.

In the meantime, he encouraged people to reuse trees and to adorn them with LED lights, which save energy.

“We’re focused on making our trees reusable as long as possible,” Mr. Harman said. “I hope that our trees are in use 20 or 30 years later.”

C. Identifying the Author’s Opinion

Because writers don't always say things directly, sometimes it is difficult to figure out what a writer really means or what he or she is really trying to say. You need to learn to «read between the lines» – to take the information the writer gives you and figure things out for yourself.

You will also need to learn to distinguish between *fact* and *opinion*.

Writers often tell us what they think or how they feel, but they don't always give us the facts. It's important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author's views, you should ask yourself if the author is presenting you with an established *fact* or with a personal *opinion*. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feel about an issue. Opinions by definition are subjective and relative.

Defining A Fact

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopaedias and atlases, textbooks, and relevant publications. Objective facts are what researchers seek in laboratories or through controlled studies.

Facts are usually expressed by precise numbers or quantities, in weights and measures, and in concrete language. The decisions of Congress, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

Since anyone can look up facts, facts are generally not the subject of disputes. However, not all facts are absolutes. Often the problem is that facts are simply not readily available – such as battles like the Little/Big Horn where all the witnesses who could give information on what happened died in the disaster.

In 1876, Lieutenant Colonel George Armstrong Custer and his 7th Cavalry engaged in a fight with Sioux Indians along the Little/Big Horn Rivers in Montana. Custer and his entire company were wiped out; no one survived to tell what really happened. In this instance, we can only read opinions on how this disaster befell Custer.

To sum up, **facts**

- ✓ can be verified in reference books, official records, and so forth.
- ✓ are expressed in concrete language or specific numbers.
- ✓ once verified, are generally agreed upon by people.

Determining An Opinion

Opinions are based on subjective judgment and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue. Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason – by whatever information supports the opinion and convinces the reader that it is a valid opinion. A *valid* opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced. Writers often slip their personal opinions into a piece of writing, even when it is supposed to be a «factual» account; alert readers can identify subjective opinions by studying the writer's language.

- ✓ Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but):

*The painter Pablo Picasso was far **more** innovative than any of his contemporaries.*

- ✓ Opinions are often expressed by adjectives (brilliant, vindictive, fair, trustworthy):

*Ronald Reagan was a **convincing** speaker when he read a prepared address but was not **effective** at press conferences.*

- ✓ Opinions often involve evaluations:

The excellence of her science project was a model for other students.

- ✓ Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:

- *It appears she was confused.*
- *She seems to have the qualifications for the position.*
- *They probably used dirty tricks to win.*

Some opinions obviously deserve more attention than others do.

When expert sport observers, such as Nikoly Ozerov or Elena Tarasova, discuss the sporting events, their opinions are more informed and therefore more reliable than the opinions of people who know very little about football and figure skating. Similarly, when someone is a specialist on the sport nutrition, that person's opinion of sport diets should be given considerable weight.

EXERCISE 1. Read an excerpt from an article and identify facts and opinions mentioned in it. What is the author's attitude to rice farming? What helped you figure it out?

Rice Farming up to Twice as Bad for Climate Change as Previously Thought, Study Reveals

Rice farming is known to be a major contributor to climate change, but new research suggests it is far bigger a problem than previously thought.

Techniques intended to reduce emissions while also cutting water use may in fact be boosting some greenhouse gases, meaning the impact of rice cultivation may be up to twice as bad as previous estimates suggest.

Scientists at the US-based advocacy group the Environmental Defense Fund suggest the short-term warming impact of these additional gases in the atmosphere could be equivalent to 1,200 coal power plants.

Considering the importance of rice as a staple food crop, providing more calories to the global population than any other food, the researchers have recommended ways to adapt farming practices and make its cultivation more climate-friendly.

Past estimates have suggested that 2.5 per cent of human-induced climate warming can be attributed to rice farming.

The main culprit is methane, a potent greenhouse gas emitted from flooded rice fields as bacteria in the waterlogged soil produce it in large quantities.

However, there is another gas produced by rice fields that can have a harmful climate effect. Nitrous oxide, commonly known as laughing gas, is also produced by soil microbes in rice fields.

Partly in a bid to reduce methane emissions, several international organisations have promoted intermittent flooding of rice fields, but this practice comes with problems of its own.

“The full climate impact of rice farming has been significantly underestimated because up to this point, nitrous dioxide emissions from intermittently flooded farms have not been included,” said Dr Kritee Kritee from the Environmental Defense Fund, who led the research.

Analysis by the team showed that process of alternately wetting and drying rice fields – while reducing methane levels – is producing up to 45 times more nitrous oxide than constantly flooded fields.

The intermittent flooding and airing of the fields results in pulses of microbial activity that in turn leads to increased nitrous oxide levels.

These results, obtained by working with farms in southern India, were published in the journal *Proceedings of the National Academy of Sciences*.

“Increasing pressure on limited water resources under a changing climate could make additional rice farming regions look to intermittent flooding to address water limitations and concerns about methane emissions,” said Dr Kritee.

“Water management on rice farms needs to be calibrated to balance water use concerns with the climate impacts of both methane and nitrous oxide emissions.”

Despite being a powerful greenhouse gas in its own right that traps even more heat in the atmosphere than methane over long time periods, most rice producing countries do not report their nitrous oxide emissions.

Dr Kritee said it was essential that scientists began investigating this overlooked threat so that nations can tackle it effectively.

“We now know nitrous oxide emissions from rice farming can be large and impactful,” said Richie Ahuja, a co-author of this study.

By considering each farm individually and taking into account their methane, nitrous oxide and water use, the scientists suggest that specific strategies can be used that can minimise emissions of climate harming gases.

“We now also know how to manage the problem. Major rice producing nations in Asia are investing to improve the agriculture sector and could benefit from the suggested dual mitigation strategies that lead to water savings, better yields, and less climate pollution,” said Mr Ahuja.

Josh Gabbatiss, Science Correspondent Independent. co.uk

Monday 10 September 2018

EXERCISE 2. Read an excerpt from an article and underline words or phrases that introduce opinions. Is the author’s opinion positive or negative? What helped you understand?

The tragic story of the sea that disappeared

World's once fourth largest inland body of water is now a graveyard for its former ships – and its loss is not only being felt in the local fishing industry but it's also spawned a grim array of health problems

The fierce windstorm that walloped this small defunct port in late spring stunned even a local ecologist long resigned to the devastation wrought by the disappearance of the once ample Aral Sea.

A thick, stinging haze greeted the ecologist, Gileyboi Zhyemuratov, as he stepped outside that day in May. “When you opened the door, everything was white like snow,” says Zhyemuratov, 57, a descendant of generations of fishermen in a place where there are no longer any fish.

For three days, the tempest hurled silt off the former seabed of what was once the planet’s fourth largest inland body of water. It blotted out the sky and left the residents of the former port, Muynak, in western Uzbekistan, chewing salty grit. Even the rain turned brackish, sending panicked farmers scrambling to rescue crops.

As the storm blew in, Vladimir Zuev, a retired Russian pilot turned tour operator, was sitting beneath his shady pergola, where the garden gnomes consist of a bust of Lenin and other Soviet icons.

“It was impossible to see,” he says. “The salt was dry, yet it adhered to the skin and was difficult to wipe off. You could barely wash it off with water.” The flowers in his garden withered.

Paradoxically, the man-made disaster strangling the town has become its main attraction in recent years. Tourism is booming.

“A lot of people want to see an ecological crisis,” says Vadim Sokolov, head of the Uzbek branch of the International Fund for Saving the Aral Sea.

Where waves once lapped at the harbour’s lighthouse, rusting trawlers now sit abandoned on the sandy seabed far below, like dinosaur bones bleaching in the sunshine.

A selfie from the ship cemetery has become a must-have for the Instagram crowd.

Ali and Poline Belhout, a Parisian couple in their 30s, stopped in Muynak on their yearlong around the world tour. “It is sad to see that some years ago there was a sea, and now it is only a graveyard for ships,” she says. “To see boats docked like that is a little freaky.”

Once lacking a hotel, Muynak now has three, along with an internet cafe, and the government is organising an electronic music festival here on 14 September.

The sea, which vanished from Muynak around 1986, is now more than 75 miles away. The only water view is in the modest local museum, with its tattered photographs and nostalgic oil paintings of the once blue horizon.

That unprecedented storm last May confirmed a grim prognosis: the environmental fallout from the loss of the Aral Sea is intensifying.

The sea’s disappearance “is not just a tragedy, as many people say, it is an active hazard unfolding before our eyes,” says Helena Fraser, head of the United Nations Development Program in Uzbekistan.

The Aral Sea problem is not new. The five states of central Asia first established the International Fund for Saving the Aral Sea, or IFAS, 25 years ago, though they refuse to cooperate on key problems like water distribution.

That has long stymied any solution, along with dubious, Soviet-style agricultural methods and the quixotic quest for a mega-project that will magically restore the sea.

Antique central planning determines what crops are cultivated, says Yusup Kamalov, chairman of the Union for the Protection of the Aral Sea and the Amu Darya, one of two rivers that feed the sea. Instead of drip irrigation, mostly outdated techniques consume 80 per cent of the available water.

“We are still in Soviet times in terms of farming,” Kamalov says. “That is why I am not expecting changes.”

The roots of the problem go back around 60 years, when Soviet premier Nikita Khrushchev decided to industrialise agriculture across central Asia despite its aridity. The Amu Darya and Syr Darya rivers were diverted into thirsty irrigation canals that fed wheat and cotton fields.

By the time the Soviet Union collapsed in 1991, the Aral Sea was already retreating. Even though the existing water distribution numbers were strangling it, the countries of central Asia signed an agreement to lock them in place.

Both Turkmenistan and Uzbekistan still grow cotton, even as a push against forced labour to harvest the crop in Uzbekistan and the shrinking water supply have led to a reduction in cultivation.

Climate change has also intensified the scarcity of water. The glaciers in the mountains of Turkmenistan and Kyrgyzstan that feed the two rivers are shrinking.

Of all the water that flows into the Amu Darya from the Pamir Mountains, less than 10 per cent reaches the Aral Sea. The parched sea, now shrunk to around 10 per cent of its original surface area, is 95 feet shallower and so brackish that it no longer supports fish or much life.

On a recent trip to Muynak, some international experts gasped as their bus crossed a bridge over the Amu Darya river because only a thin, weary stream struggled through the wide, sandy riverbed.

Yet along the road, rice fields were flooded with water despite a government directive to grow other crops.

“We can see the problem right in front of our eyes – it is absurd, completely absurd, that they are growing rice here,” says François Brikké of the Global Water Partnership, a water management organisation in Stockholm.

Local governments and farmers tend to disregard the conservation efforts, Sokolov says. When the price of rice doubled on reports that cultivation would be limited, some areas rushed to plant.

Further grumbling erupted at lunch when waiters delivered heaping platters of locally grown rice along with meat – a central Asian speciality called plov.

Boriy Alikhanov, the host and the leader of the Uzbek parliamentary faction from the country's Ecological Movement, suggested that trying to reform water consumption patterns was as much about changing tradition as agricultural techniques. "It is a cultural problem," he says.

Before the sea disappeared, Muynak was a thriving port of 25,000 people. Most worked on trawlers or in the bustling cannery. About 20 per cent of all the fish consumed in the Soviet Union came from the roughly 30 species in the Aral Sea.

Aside from killing the fishing industry, the sea's disappearance spawned a grim array of health problems like lung and kidney diseases and increased child mortality. In addition, without the mitigating effect of the wind blowing across the water, summers are hotter and winters colder throughout the region.

Neighbouring Kazakhstan pulled off the one significant feat towards restoring the sea. It built a large earthen dam in 2005 to contain the waters of the Syr Darya river within a smaller basin.

The dam rejuvenated what is sometimes called the Small or North Aral Sea, with 100 feet of water in places. Fish, having once vanished, now flourish, along with eight processing plants, says Marat Narbayev, deputy director of IFAS in Kazakhstan.

The Kazakh town of Aralsk, at the opposite end of the Aral Sea and devastated like Muynak, might revive as a fishing port with the sea now only about 10 miles away.

If the dream of restoring the full sea has been largely abandoned, experts want to see less water siphoned off the rivers. For that, officials say, the countries of central Asia must engage in the delicate process of renegotiating water distribution and coordinating aid programmes, including the proceeds from a UN trust fund that is expected to open soon.

"The main goal today is to mitigate the consequences of the Aral disaster," says Alikhanov of the Ecological Movement. "In the modern history of humanity, it has never happened that an entire sea perished in front of the eyes of one generation."

*Neil MacFarquhar, Independent.co.uk
Wednesday 15 August 2018*

EXERCISE 3. Rewrite the article above giving only facts and excluding opinions. Try to make it as objective as possible.

D. Giving Your Own Grounded Opinion

The final paragraph of rendering usually introduces your own opinion on the problem discussed in the article. Your conclusion should

- ✓ be up to the exact subject of the article and touch upon the idea, NOT the theme
- ✓ be clearly formulated
- ✓ contain reasons supporting your viewpoint
- ✓ be deep and serious.

Read the articles and do the tasks to them

Article #1 High-tech agriculture can prevent oncoming global water wars

By **Rupesh Paudyal**, *Independent.co.uk*

Wednesday 4 January 2017

Forget about oil or gas – you should be worrying about the less-discussed but far more concerning fact that the world is running out of clean, drinkable water.

I wrote this article while in Kathmandu. Nepal's capital and largest city has a severe water shortage. Even though all homeowners pay a fee to the government to get water on tap, supplies run only once a week for a few hours. Desperate residents are then forced to purchase water from private suppliers. While this is affordable for richer people, it's a big problem for the lower and middle classes. For many in the developing world, water is really the difference between prosperity and poverty.

More than a billion people around the world have no reasonable access to fresh water. Most of the diseases in developing countries are associated with water, causing millions of deaths each year (a child is estimated to die from diarrhoea every 17 seconds).

Given all this, we have to come up with a solution to global water use fast, before water scarcity becomes a major cause of international conflict.

The vast majority of our water is found in the oceans. Only 3 per cent is fresh and can be used for farming and drinking, and in any case most of this is frozen in glaciers and polar ice caps. That means just 0.5 per cent of the Earth's water is accessible and of this, more than two thirds is used in agriculture.

If we're going to cut back on our water usage, we have to focus on making our farms more sustainable and efficient. With the global population still growing, we'll need to produce ever more crops using less water, in less agricultural land.

Worldwide, just over a third (37 per cent) of the land that could be used to grow crops is currently used. Potential farmland is available, but it's not developed due a lack of infrastructure, forest cover or conservation. A lack of land isn't really a big problem as of now – but water is.

Go beyond traditional farming

So how to grow crops using less water? One option would be to find a sustainable way to remove salt from our (essentially infinite) reserves of sea water. The farm in South Australia pictured below uses energy from the sun to extract seawater and desalinate it to create fresh water, which can be used to grow crops in large greenhouses.

Such farms are based in barren areas, and the plants are grown with hydroponics systems that don't require soil. Growing crops like this all year round would significantly reduce freshwater usage in hot and dry regions, but the cost of setting up these greenhouses remains an issue.

Water shortages would also ease significantly if farmers could simply use less water to produce the same yield. Easier said than done, of course, but this is especially important in drought-prone areas.

Plant scientists around the world are busy identifying genes that enable plant growth in arid, dry conditions. For example, what is it that makes upland rice grow in dry soil while lowland rice requires well irrigated paddy fields for growth?

Once the keys to drought tolerance are identified, they can be introduced in crops through genetic engineering (and no, this doesn't involve injecting food with toxins as suggested by a Google image search).

Farmers traditionally bred drought-tolerant crops through the slow and painstaking process of selection and crossing over many generations. Genetic engineering (GE) provides a short-cut.

A recent study identified diverse root architecture systems in different chickpea varieties. Future studies hope to identify genes that make some roots efficient at capturing water and nutrients from dry soils. Once a genetic factor is identified, scientists are able to directly deliver the gene that helps plants to capture more water.

A key factor for drought-tolerance in plants is the plant hormone abscisic acid (ABA), which increases plants' water efficiency in droughts. But ABA also reduces the efficiency of photosynthesis, which reduces plant growth in the longer term, and as a result crop yields decrease.

But plants didn't always have this trade-off: modern crops have lost a key gene that enabled early land plants like mosses to tolerate extreme dehydration. This allowed early plants to colonise land from freshwater around 500m years ago. Modern desert mosses also collect water through their leaves which helps them to grow in dry conditions.

This is the big challenge for plant scientists. To engineer crops that can be grown with minimum irrigation and that will eventually help relieve water scarcity, we'll have to reintroduce the dehydration tolerance systems which many "higher" plants have lost but things like moss have necessarily retained.

Genetic engineering remains controversial even though extensive scientific studies report GE crops available in the markets are safe for consumption. This is partly just a communication failure. But the fact is we will eventually need to use all the tech available to us, and GE crops have too much potential to ignore.

EXERCISE 1. Because there is so much disagreement about the generic engineering, the article quotes many different opinions on the subject. Sort out each opinion for and against it in a table.

Article #2 Fast Food and Obesity in Children

We all know what causes obesity, that's eating too much of the wrong kinds of food and not getting enough exercise. Some studies have shown that fast food causes obesity in children. However, the fast food industry claims that their foods do not cause obesity in kids. So, is there a link between the two?

Well, there appears to be both a link between fast food and obesity in children. Some of these links are large serving sizes, low fiber content, and increased content of fat, sugar and salt in most fast foods. Fast food may lack the nutrition that regular meals can provide.

Also, since kids are usually out running and playing together, lack of exercise does not seem to be a link in most kids. Studies have also shown that there has been a dramatic increase of the number of times per day and per week that families eat out since the 1950s. Therefore, it is conceivable that fast food causes obesity.

Are Fast Food and Obesity Linked?

Yes, there are several things about junk food that contribute to obesity in children. There are the large serving sizes that are easy to note. Nowadays most fast food restaurants have come out with "super-size" portions of burgers, fries.

In addition there are "pizza by the slice" restaurants, where one slice is almost the size of a plate. Moreover, they are visually appealing, tempting children to indulge in these calorie-laden foods.

Children who eat fast food frequently also tend to show less liking for nutrition dense foods. Red grapes, oranges, guavas and dark green leafy vegetables not only have a high nutritional profile but also help to release body fat.

However, as fast food enthusiasts do not give much importance to vegetables and fruits, the body tends to hold fat stubbornly. To simply put, greater attachment to unhealthy eating among fast food lovers eventually causes obesity.

Fast Food in School

Since the late 70's, schools have been offering meals similar to fast foods in place of the regular school lunches. These schools report over 15,000 items sold each week, especially to those from higher income level families. In addition there are

those teenagers that who work for these restaurants and eat there at least one meal during their work schedule.

Advertising for Children

Advertising, including television ads, billboards, and other advertising, including toys in boxed meals, has had an effect upon children as never before. Children these days are growing up with low concern for their health and more concern for what tastes good.

Without enough parental supervision, these kids grow up with little nutritional discretion and usually these kids grow into adults with both weight and health problems as well as teaching another generation that it is OK to waste money on unhealthy foods.

So it is not only the young people of our generation that are being affected by the junk food industry, it is going to have an effect for generations to come, if something isn't done about its consumption.

It's Up to Us!

As is expected the fast food industry is not going to think it possible to suddenly change its direction after years of offering poor food. Consumer should demand for the healthier food choices. Our vote comes with where we shop and what we buy. Our children, grandchildren will grow up with weight and health problems if they continue eating the way they are.

Suggestions for Lowering Obesity Rates in Children

- Banning fast food advertisements that potentially target kids may help to curb the rising obesity cases in children. Promoting these junk foods in the form of advertisements lures children into eating unhealthily.

The influence of these ads is so high that children prefer to visit a fast food joint to satisfy their hunger cravings, rather than having their home cooked meal. In Canadian city Quebec, the government has prohibited fast food chains from advertising their products for children.

This government policy is being strictly implemented for the last 32 years and the efforts have met with some success. Statistics show that the obesity rates have skyrocketed in other Canadian cities but in Quebec the percentage of obese children has dropped drastically.

- School authorities should ensure that meal programs for children provide nutritionally balanced meals free from fatty foods. Junk food such as hamburgers and soft drinks should not be made accessible during the school hours. Making it mandatory to prohibit sales of fast foods in the school campus can help to reduce childhood exposure to unhealthy food.

- It is said that charity begins at home so do healthy eating habits. Though parents have to meet unrealistic deadlines at the office, they need to strike a balance between personal and professional commitments and ensure that the important meals of the day, (breakfast and dinner) are not a standalone event.

See to it that everyone is present at the dinner table during meal time. This can help parents to keep a track of what their children are eating everyday. Studies show that having meals together can go a long way in decreasing the likelihood of obesity in children.

On the whole, we can read all the studies that show links between fast food and obesity, especially in children. We can look on as medical science proves that it causes obesity, but if we, as consumers do nothing and continue to feed these foods to our children, the health problems that will be the end result will be our own fault.

EXERCISE 2. Make up at least 3 opinion questions to the article.

Article #3 Food for Thought: Do You Know the Use of Computers in Agriculture?

Technological advances have brought about drastic changes in farming and animal husbandry resulting in a tremendous increase in production capacity. The most common use of computers has been in replacing human effort and intervention in traditional farming machinery and other equipment. In addition, even the support functions for farming such as delivery of machinery, fertilizers and production of raw products have been successfully automated. But all these are just the labor-saving, basic uses that have been around even before the turn of the century. If computers have changed the ways of farming, then the Internet has only doubled that pace of change.

In today's times, agriculture is not just about crop production or livestock farming and associated activities. The challenges brought forth by ecological factors affecting the environment need to be a major consideration for any kind of farming activity. Farmers need to preempt environmental impact due to climate change and this is where modern technology comes to the rescue. In a nutshell, the uses of computers in agriculture include:

- There are software which help in the prediction of weather conditions and estimation of agricultural production.
- Computers are used for record-keeping of information related to costs involved in production, transport, agricultural processes, and in the estimation and calculation of profit and/or loss.
- The Internet aids communication among farmers and between farmers and agriculture experts. This leads to an exchange of knowledge and serves as guidance for farmers to improve production and earn profits.
- Thanks to the use of software technology, farming practices have evolved into those requiring less effort and leading to greater output. Mechanization has reduced human/animal effort and increased the speed and quality of production.

Farmland Assessment

Geographic Information Systems (GIS) are being used for developing ranking systems that evaluate land and provide a site assessment to aid what is now known as *precision agriculture*. These hi-tech, interactive systems provide information based on a variety of factors such as soil conditions, drainage and slope conditions, soil pH and nutrient status, etc. Prior to the use of these systems, farmers were often in the dark about soil output, and unpredictable weather conditions affecting crop quality and profitability. Precision agriculture provides farmers with control by predicting vital information including fertilizer application and problems with

drainage, insects, and weeds. Most government websites provide this kind of information free of cost, covering agricultural land masses across the United States. Global Positioning System (GPS) based technologies also help to monitor irrigation, field mapping, soil sampling, tractor guidance and crop scouting. This kind of technology equips farmers with enough information to increase crop yield in a manner that is consistent with the best environmental practices for sustainable agriculture.

Autonomous Farm Equipment and Tractors

Automated farm equipment, needless to say, scores over human controlled equipment in terms of consistency and reliability. Engine and machine functions such as transmission and hydraulic power output are controlled using microchips built into the equipment. *Guidance technology* is already being widely used in self-propelled equipment to aid crop seeding and fertilizer application. Automated feeding systems, computerized milk collection and milking machines have been around since the late 20th century, resulting in better economic yield for the dairy industry as well as livestock production. Automated tractors are probably not far away.

Farm Software

With regard to livestock farming, ready-made computer applications are available to track animals, storing and evaluating information such as age, health records, milk production, offspring productivity, and reproductive cycle status. This is often called *herd recording*. Similarly, most farm accounting software and other computer applications in agriculture provide services for record keeping, simulation of prediction-based models using that data, and revenue and productivity estimation. Most farm software vendors provide you with an option to customize their applications to the specific needs of your farm or ranch.

Internet Forums, Social Networking and Online Knowledge Bases

Any business in the world that you can think of, has benefited from the advent and global reach of the Internet and related communication technologies (mobile computing, e-commerce, etc.). Agriculture is no different. Imagine using the power of the Internet to connect with farmers, agriculturists and agricultural scientists and other experts spread across the globe. There are several forums and social networking sites on the Internet where farmers can connect with other farmers and farming experts and exchange know-how. In addition, there are several learning repositories that provide information on a wide variety of agricultural topics. These avenues serve to reduce the rural digital divide, influence public policies, foster partnerships and connect all stakeholders across the agricultural value chain. For instance, a farmer can easily seek out and connect with an agricultural entrepreneur and begin the exchange of ideas or business proposals. Information such as price review for grain and livestock, pest information, real-time weather information (precipitation, temperature, humidity, solar radiation, wind speed, soil moisture and soil temperature) in any part of the world is literally available at one's fingertips.

E-agriculture

An emerging field of agricultural practices, e-agriculture focuses on coming up with innovative ways and best practices to use the existing information and communication technologies (ICTs) for sustainable agricultural development and food safety standards, particularly in rural areas. E-agriculture encompasses other related technological fields such as agricultural informatics, agricultural development and business. It aims to deploy all available technologies (computers, mobile computing, satellite systems, smart cards) for the empowerment of farmers and strengthening of partnerships across the food value chain.

The uses of computers in agriculture do have some real constraints such as, the lack of hardware and software infrastructure, training and skills, and research priorities. However, once these are overcome, the use of computers goes past automation and software application. In fact, it could be instrumental in bridging the digital divide and bringing prosperity to agriculturists not only in the United States, but also in other developing and emerging economies around the world.

EXERCISE 3. The author of the article uses both negative and positive words to describe the use of computers in agriculture. Find in the text about 15–20 words to place into their proper categories:

Positive	Negative

EXERCISE 4. Choose your side in the E-farming controversy, and using information from the article express your feeling about the issue.

EXERCISE 5. Summarize your own opinion of the problem discussed in the article in a single paragraph.

E. Linking Ideas

Organizing a Formal Text

First / Firstly / First of all, we must consider ...

I should like **to preface** my argument with a true story.

Next, it is important to remember that ...

Secondly and thirdly are also used with first/firstly for lists.

Finally/Lastly, we should recall that ... [*not* 'at last']

The text **alludes to** several themes that need closer examination.

[quoting/referring]

Turning to the question of foreign policy, ... [changing to a new topic]

Leaving aside the question of pollution, there are also other reasons... [the writer will not deal with that question here]

In parenthesis, let us not forget that ... [making a point that is a side issue, not part of the main argument]

In summary, to sum up, we may state that ... [listing / summing up the main points]

In sum, the economic issues are at the centre of this debate. [listing / summing up the main points: much more formal]

In conclusion / to conclude, I should like to point out that ... [finishing the text, talk]

We are **forced to conclude** that unemployment will always be with us.

Markers for explaining, exemplifying, rephrasing, etc.

To learn new words properly a lot of recycling is needed; **in other words / that is to say**, you have to study the same words over and over again. [**That is to say** is much more formal]

Some English words are hard to pronounce, **for example / for instance**, 'eighth'.

The Parliament has different committees. **Briefly**, these consist of two main types. [the explanation will be short and not comprehensive]

She is, **so to speak / as it were**, living in a world of her own. [makes what you are saying sound less definite/precise; **As is were** is more formal.]

EXERCISE 1. Fill the gaps with typical written-text markers. The first letter of each phrase/word is given.

Points for discussion crime and punishment:

F..... (1), it is important to understand why people commit crimes, i..... (2), what are the motives which make people do things they would never normally do?

F..... (3), a young man steals clothes from a shop; is it because he is unemployed? A drug addict? Mentally disturbed? N..... (4), it is essential to consider whether punishment makes any difference, or is it just, a..... (5), a kind of revenge?

L..... (6), how can we help victims of crime? I..... (7), how can we get to the roots of the problem, rather than just attacking the symptoms?

EXERCISE 2. Match the markers on the left with the appropriate function on the right

1 Leaving aside ...	change the topic
2 In parenthesis, ...	read something earlier in the text
3 Turning to ...	this will not be discussed
4 In conclusion ...	this document is about another one
5 With reference to ...	to finish off
6 See above	as an aside / secondary issue

Addition

<i>sentence/clause 1</i>	<i>and</i>	<i>sentence/clause 2</i>
For this job you need a degree.	In addition	you need some experience
Video cameras are becoming easier to use.	Furthermore Moreover What is more	they're becoming cheaper.
It'll take ages to get there and it'll cost a fortune.	Besides*	we'll have to change trains three times at least.
Children should respect their parents.	Equally Likewise	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	On top of (all) that**	we'll have to pay the lawyers' bills.

* a more emphatic way of adding information; similar in meaning

** even more emphatic: used mostly in informal spoken English.

Further to my letter of 18/9/01, I am writing to you ... [formal opening for a letter]

In addition to winning the gold medal, she also broke the world record.

In addition to his BA in History, he has a PhD in Sociology.

He's on the school board, **as well as** being a local councilor.

Besides / Apart from having a salary, he also has a private income.

Apart from her many other hobbies, she restores old racing cars.

They sell chairs, tables, beds, **and so on / etc.** [**and so on** is more informal than **etc.**]

EXERCISE 3. Fill in the gaps in this letter with suitable adding words and phrases.

Dear Mr. Coldheart,

..... (1) my letter of 16.3.03, I should like to give you more information concerning my qualifications and experience.

..... (2) holding a Diploma in Catering, I also have an Advanced Certificate in Hotel Management. The course covered the usual areas: finance, front services, publicity, space allocation (3).

I also wish to point out that (4) holding these qualifications, I have now been working in the hotel trade for five years.

..... (5), my experience prior to that was also concerned with tourism and hospitality.

I hope you will give my application due consideration.

Yours sincerely,

Nora Hope

Cause, Reason, Purpose and Result

Owing to the icy conditions, the two lorries collided. [rather informal]

Owing to the fact that the conditions were icy ...

The collision was **due to** the icy conditions.

The collision **was caused by** the ice on the road.

The cause of the collision was ice on the road.

Here are some other cause words in typical contexts. They are all rather formal, and more suitable for written use.

The rise in prices **sparked (off)** a lot of political protest. [often used for very strong, perhaps violent reactions to events]

The President's statement gave **rise to** / **provoked** / **generated** a lot of criticism. [slightly less strong than **spark (off)**]

The new law had **brought about** / **let to** great changes in education. [often used for political / social change]

The problem **stems from** the inflation of recent years. [explaining the direct origin of events and states]

The court-case **arose from** / **out of** allegations made in a newspaper. [the allegations started the process that led to the court-case]

The following sentences are all fairly formal for expressing reasons for and purposes of doing things.

I wonder what his **motives** were **in** sending that letter? [purpose]

I wonder what **prompted** him to send that letter? [reason/cause]

She wrote to the press **with the aim of** exposing the scandal. [purpose]

I've invited you here **with a view to** resolving our differences.

[sounds a bit more indirect than **with the aim of**]

He refused to answer **on the grounds that** his lawyer wasn't there. [reason]

The **purpose of** her visit was to inspect the equipment.

Here are some expressions to talk about results, most of them are fairly formal.

He did no work. **As a result** / **As a consequence** / **Consequently**, he failed his exams.

The result / consequence of all these changes is that no-one is happy any more.

[The examples with **consequence/consequently** sound more formal than **result**]

His remarks **resulted in** everyone getting angry. [verb + **in**]

The events had an **outcome** that no-one could have predicted.

[results of a process or events, or of meetings, discussions, etc.]

The **upshot** of all these problems was that we had to start again. [less formal than **outcome**]

When the election results were announced, chaos **ensued**. [very formal]

EXERCISE 4. Make full sentences using ‘cause and reason words’

EXAMPLE closure of 20 mines → strikes in coal industry *The closure of 20 mines sparked (off) a lot of strikes in the coal industry.*

- 1 announcement → strong attack from opposition
- 2 new Act of Parliament → great changes in industry
- 3 signal failure ← train crash
- 4 violent storm → wall collapsed
- 5 food shortages → serious riots in several cities
- 6 food shortages ← bad economic policies

EXERCISE 5. Make two sentences into one, using the ‘reason and purpose’ words in brackets.

EXAMPLE There was a controversial decision. She wrote to the local newspaper to protest. (prompt) *The controversial decision prompted her to write to the local newspaper to protest.*

- 1 I didn’t contact you. I’d lost your phone number. (reason)
- 2 I will not sign. This contract is illegal. (grounds)
- 3 The government passed a new law. It was on order to control prices. (aim)
- 4 She sent everyone flowers. I wonder why? (motives)
- 5 The salary was high. She applied for the job. (prompt)

Text-referring words

Text-referring words take their meaning from the surrounding text. For example, this sentence in isolation does not mean much: We decided to look at the problem again and try to find the solution. What problem? The words **problem** and **solution** help organize the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. The word in bold refers to the underlined words.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the biggest **issue** in the election. [topic causing great argument and controversy]

Whether the war should have been avoided is a **question** that interests historians.

Let’s discuss crime. That’s always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one **aspect** of crime. [part of the topic]

Text-referring words are often used with ‘problem-solution’ types of texts, where a problem is presented and ways of solving it are discussed. In the following example, the words in bold concern a problem or solution. Try to learn these words as a family.

*The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to **affect** our national economies. Unless a new approach is found to control traffic, we will never find a **solution** to the **dilemma**.*

In the dialogue below, two politicians are arguing. Note how the words in bold refer to parts of the argument.

A: **Your claim** that we are doing nothing to invest in industry is false. We invested £10 billion last year. You've ignored **this fact**.

B: But the investment has all gone to service industries. **The real point** is that we need to invest in our manufacturing industries.

A: **That argument** is out-of-date in a modern technological society. **Our position** has always been that we should encourage technology.

B: But **that view** won't help to reduce unemployment.

situation: state of affairs, position (with regard to)

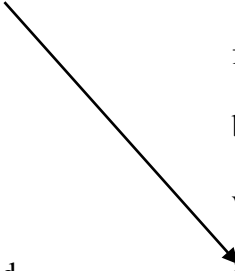
problem: difficulty [more formal], crisis, matter

response: reaction (to), attitude (to)

solution: answer (to), resolution (to), key (to), way out (of)

evaluation [of the solution]: assessment, judgement

EXERCISE 6. Draw lines from the left-hand column to the right-hand column joining each sentence with a suitable label, as in the example.

- | | |
|---|------------|
| 1 The earth is an orbit around the sun. | problem |
| 2 World poverty and overpopulation. | evaluation |
| 3 God exists and loves everybody. | fact |
| 4 I've run out of cash. | belief |
| 5 It had proved to be most efficient. | view |
| 6 They should get married, to my mind. | issue |
- 

EXERCISE 7. Fill in the gaps with an appropriate word to refer to the underlined parts of the sentences.

1 So you were talking about animal rights? That's quite a big nowadays.

2 We are running out of funds. How do you propose we should deal with the?

3 Is there life on other planets? This is a nobody has yet been able to answer.

4 (Teacher to class) You can write your essay on 'My best holiday ever'. If you don't like that, I'll give you another one.

5 She thinks we should all fly around in tiny little helicopters. This to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

Reinforcing, exemplifying

Look at the newspaper snippets and note the contexts in which the words in bold occur.

The Prime Minister **reiterated**¹ his concern that the debate should not be dominated by personal attacks. He also asked ...

Mr Burn's comments **epitomize**² the attitude of many parents nowadays. He seems to be in the ...

The recent events **underscore**³ the need for a better understanding of the environmental impact of biotechnology. If this phase in the...

Several historians have **posited**⁴ a connection between the decline of the Roman Empire and the eruption of a far distant volcano...

It was a philosophy first **expounded**⁵ by John Ruskin in the nineteenth century. If human...

In an attempt to **account for**⁶ the lack of interest, political analysts have looked at past voting patterns. On the basis of...

1 repeated, restated

4 suggested as a basic fact or principle

2 are a perfect example of

5 developed, proposed

3 emphasise

6 explain, find the cause of

EXERCISE 8. Look at these extracts from essays and use the words from above to improve their style, making the underlined words more formal

1 The response from the public really shows us the importance of having a full investigation of the facts.

2 This view of the world was originally laid out by the Ancient Greek philosophers.

3 It is not easy to find the reason for the fall in population of these birds.

4 Economists have said there might be a link between exchange rates and a general lack of confidence in the European Union.

5 I should like to say again here that the issue is not one that can be easily resolved.

6 The recent events are the best example of the dilemma faced by politicians the world over.

Categorizing and including

Japanese visitors **comprised/made up** 70 % of the hotel's guests last year. [70 % consisted of]

The course **is comprised of** two elements: reading and writing. [is composed of]

These two approaches can be **subsumed** under one heading. [brought together / united]

The book **embraces** a number of issues, from the economic to religious ones.
[covers / includes]

Her philosophy is difficult to **categorise**. [label as belonging to a particular type or class]

EXERCISE 9. Rewrite these sentences using the verb in brackets and making any other necessary changes.

1 70 % of the landmass is mountain ranges. (COMPRISE)

2 A wide variety of subjects are dealt with in the book. (EMBRACE)

3 I think these three sections can all come under one heading. (SUBSUME)

4 Poems are not easily amendable to being put into different types.
(CATEGORISE)

VOCABULARY SUPPORT

1. Данная статья – the present paper, article
2. Тема – the theme (subject-matter)
3. Основная проблема – the main (major) problem
4. Цель – the purpose
5. Основной принцип – the basic principle
6. Проблемы, связанные с – problems related to; problems of
7. Аналогично – similarly; likewise
8. Поэтому, следовательно, в результате этого – hence; therefore
9. Наоборот – on the contrary
10. Тем не менее – nevertheless; still; yet
11. Кроме того – besides; also; in addition; furthermore
12. Сначала – at first
13. Далее, затем -next; further; then
14. Наконец, итак -finally
15. Вкратце – in short; in brief

Цель написания статьи:

1. The object (purpose) of this paper is to preset (to discuss, to describe, to show, to develop, to give)...
2. The paper (article) puts forward the idea (attempts to determine)...

Вопросы, обсуждаемые в статье:

1. The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of)...
2. The paper (article) is concerned with (is devoted to)...

Начало статьи:

1. The paper (article) begins with a short discussion on (deals firstly with the problem of)...
2. The first paragraph deals with...
3. First (at first, at the beginning) the author points out that (notes that, describes)...

Переход к изложению следующей части статьи:

1. Then follows a discussion on...
2. Then the author goes on to the problem of...
3. The next (following) paragraph deals with (presents, discusses, describes)...
4. After discussing... the author turns to...

5. Next (further, then) the author tries to (indicates that, explains that)...
6. It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that)...

Конец изложения статьи:

1. The final paragraph states (describes, ends with)...
2. The conclusion is that the problem is...
3. The author concludes that (summarizes the)...
4. To sum up (to summarize, to conclude) the author emphasizes (points out, admits that...)
5. Finally (In the end) the author admits (emphasizes) that...

Оценка статьи:

1. In my opinion (To my mind, I think)...
2. The paper (article) is interesting, of importance (of little importance), valuable (invaluable), up-to-date (out-of-date), useful (useless)... (not interesting)...

3. HOW TO WRITE A SUMMARY

Summarizing (or abstracting) can be also viewed as an independent work besides being a part of the process of rendering. As summarizing can be helpful in many other spheres of life outside the classroom, here are some more clues on how to summarize effectively.

1. Accuracy when Summarizing

It is crucial to accurately describe the main points of the work being summarized. As with paraphrasing, you should not distort the source material's original meaning. Before you can accurately summarize a source's ideas, you must understand them, of course. Misunderstanding an author's sarcasm, for example, when you read the original source, could lead you to believe he or she is promoting a certain idea, when they are actually opposing it. Once you are confident of a source's meaning, when you write your summary of the source pay close attention to the precise meaning of the words you use to ensure accuracy. Also, do not introduce any ideas that were not expressed in the original source into your summary. You must be sure not to leave out any crucial ideas from the source material, even if those ideas contradict your own opinions.

Example of Accurate vs. Inaccurate Summarizing

Original Source

Parents often say their kids turn into emotional yo-yos once adolescence sets in. «My friend claims her daughter had PMS for three years until she finally had her period. Then everything fell into a rhythm and life was fine,» says Sue Hammerton, a nurse who works at Centennial High School and teaches classes on puberty for Poudre Valley Hospital. Part of the emotional rollercoaster is caused by hormones, Hammerton says, but much of it is caused by trying to manage busy, complicated social lives. «Kids, especially pre-teens, constantly worry about whether they fit in or not. They think they are at the center of the universe and everyone is watching them,» says Hammerton. «When they feel insecure, they might throw dirt on their home life, because that is where they can let it all hang out.» That's the time to remember it's probably not about you. Your teen is going through emotional changes that are often frightening. «Teens feel isolated. They are no longer kids and not quite adults. They don't know where to fit in,» says [Dr.] McGinnis. This can make for some chaotic moments. The challenge for parents, jokes McGinnis, is to «try to maintain your self-esteem while being totally devalued by your children.» He recommends being deaf during heated moments. In other words, don't be pulled into a fight. That doesn't mean giving in, but rather saying you'll discuss the situation at a different time. (*Excerpted from Lynn Utzman-Nichols, «Surviving the Teen Years»*).

Accurate summary

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how

parents can cope with the «emotional rollercoaster» their adolescent children ride through their teen years.

While hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

Inaccurate summary

Lynn Utzman-Nichols, in her article, «Surviving the Teen Years» argues that parents should simply ignore their children's emotional outbursts during adolescence. Parents need to recognize that their children are not really concerned with their parents' opinions anymore, but only care about «fitting in» to their peer group. Home becomes a convenient dumping ground for their fears and worries, she says.

This summary is inaccurate in several ways. Utzman-Nichols did not recommend «simply ignoring» a teenager's outbursts. Rather, she suggested waiting. Also, while she does say teenagers are very concerned with their peer group, she never says they don't care about their parents' opinions anymore.

2. Objectivity

When you summarize from a source, you must be careful to report the ideas of the source objectively. This means you should not inject your opinion of the source material into your description of the source's ideas. Your attitude towards the source material, whether negative or positive, shouldn't be readily apparent to your reader when he or she reads the summary. Of course, you may and should! express your opinion of the source's ideas in the frame surrounding the summary as a way of tying the source material into your focus.

Objective vs. Subjective Summary

Subjective Summary

In her clearly written article, «Surviving the Teen Years,» Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how parents can cope with the «emotional rollercoaster» their adolescent children ride through their teen years. While hormones do contribute to some of the changes parents see, Utzman-Nichols feels, rightly so, that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She wisely advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

We can tell right away how this writer feels towards Utzman-Nichols' article. Adjectives such as «clearly» and «wisely», as well as parenthetical comments such as «rightly so» paint a clear picture of this writer's approval for the ideas and style of the source material. While you may certainly express your opinion of the source material in the frame surrounding the summary, you should avoid being biased in the summary itself. Too many subjective comments will make your reader/listener

wonder if you were able to read the source material with a critical eye, and also they may wonder if the summary is slanted to fit your opinions.

Notice how in the revised summary below, we can't tell the writer's opinion towards the source material. This writer has succeeded in being objective.

Objective Summary

In her article, «Surviving the Teen Years», Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how parents can cope with the «emotional rollercoaster" their adolescent children ride through their teen years. While hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

3. Focus on Main Ideas

A summary, unlike paraphrasing, should not focus on specifics. Rather it focuses on the main ideas of the source material only. An effective summary avoids giving a play-by-play account, and instead recaps the overall arguments of the material.

Example of Summary that doesn't Focus on Main Points Only

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster" their adolescent children ride through their teen years. While physical changes do cause some of the changes parents see, a nurse Utzman-Nichols interviewed states that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. These emotions also come about because adolescents are caught between two worlds – that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, parents should put off talking with the child about the issue until everyone is calmer. While this summary is accurate, it includes some points that do not really help the reader understand the main ideas of the source material.

For instance, the observation that teenagers see themselves as «the centre of the universe» is not a main idea, but simply one reason why teenagers are so insecure, (which is a main idea). Also, the fact it was a nurse that the author interviewed does not tell us what the author's ideas were. And do we really need to know why adolescents are often emotionally out of control at home in order to understand what to do about it?

The following summary is much more effective in sticking to main ideas and eliminating unnecessary detail.

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding the emotional causes for the changes and keeping their cool even while their teenagers lose theirs. Although hormones do contribute to some of the changes parents see, Utzman- Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers. Parents should understand that the reason their children sometimes lash out at them is because they are frightened and unsure of themselves. She urges them not to take their teenager's anger personally, but to remain calm and postpone talking about the source of the anger until a calmer moment arrives.

Here the main ideas of this passage are covered succinctly and completely – teenagers have emotional outbursts because they are frightened and insecure and parents should keep their cool about the outbursts.

4. Excluding Details and Examples from Summaries

One trap students often fall into when summarizing is feeling the need to include all the details from the original source material. They often list the examples the author gave to support their points, rather than just restating the main ideas of the source. An effective summary avoids including the evidence, examples or descriptive details given in the summarized work or passage.

Example of Summary with Too Many Details and Examples Included

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. Physical changes such as the onset of menstruation do cause some of the changes parents see. For example, a nurse Utzman-Nichols interviewed recalled how a friend's daughter seemed to have «PMS for three years.» However, this same nurse said that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. Utzman-Nichols also interviewed a doctor who said that these emotions come about because adolescents are caught between two worlds--that of the child and the adult. They feel like they don't belong in either place, that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, the doctor she interviewed advised parents to become «deaf» during arguments, and tell their children they'll talk about the problem at a later, calmer moment.

In this summary, the writer has repeated many of the examples given in the original source. For example, we are given the detail of the girl who had «PMS for three years» and we hear that Utzman-Nichols interviewed a nurse and a doctor for her article. Also, this writer has included the same example of a physical change, menstruation, that the author originally offered. It is inappropriate to include these kind of details in a summary as it doesn't tell us so much what the author's main ideas were, but rather how she backed up her points. It may cause your reader to lose the focus of your paper instead of thinking about ways to cope with teenagers'

emotions (your subject), they might start thinking about other types of physical changes, or wondering which specific doctor the author interviewed.

If though, that if we cross out the underlined sections, as shown below, the summary becomes much more focused on ideas, while still giving us an accurate picture of what the author was arguing for.

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. Physical changes such as the onset of menstruation do cause some of the changes parents see. For example, a nurse Utzman-Nichols interviewed recalled how a friend's daughter seemed to have «PMS for three years.» However, this same nurse said that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. Utzman-Nichols also interviewed a doctor who said that These emotions come about because adolescents are caught between two worlds--that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, the doctor she interviewed advised parents to become «deaf» during arguments, and tell their children they'll talk about the problem at a later, calmer moment.

5. Concise Summaries

While a paraphrase may often be as long or even longer than the passage being paraphrased, an effective summary should be more concise than the original source material. In order to be more concise, focus on main points only, avoid including the examples or descriptive details given in the original source, make direct statements, and avoid repetition.

Example of Too Lengthy Summarizing

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. While physical changes do cause some of the changes parents see, a nurse Utzman-Nichols interviewed states that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. These emotions also come about because adolescents are caught between two worlds – that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, parents should put off talking with the child about the issue until everyone is calmer.

Notice how this summary is very repetitious. It mentions in three different ways that adolescents are not sure of their place in the world. Repetition of ideas is often used in original source material to clarify a statement or give examples, but it should be avoided in a summary. Also, this summary includes details such as the fact it was a nurse the author interviewed and why children feel more free to be emotionally out of control at home, neither of which is a main point of the passage.

Both the repetition and the extraneous details make this summary too lengthy. In fact, it is close to the same length as the original passage. A summary should always be more concise than the original source material.

The following summary is a good example of a concise restatement of the passage's ideas.

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding the emotional causes for the changes and keeping their cool even while their teenagers lose theirs. Although hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers. Parents should understand that the reason their children sometimes lash out at them is because they are frightened and unsure of themselves. She urges them not to take their teenager's anger personally, but to remain calm and postpone talking about the source of the anger until a calmer moment arrives.

This summary could be condensed even more:

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding that the main reason their children sometimes lash out at them is because they are frightened and unsure of their place in society. Thus parents should not take their teenager's anger personally, but remain calm and postpone talking about the source of the anger until a calmer moment arrives.

This summary still covers the passage's main ideas: why adolescents have emotional outbursts and what parents can do about them. Notice though, how it has been condensed down to just two sentences by making the first sentence of the summary specific about what the emotional causes are, and by not restating the idea of «keeping their cool» (i. e. «remaining calm) two different times and ways.

6. A successful summary:

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the extreme moodswings of their adolescent children by understanding that the main reason their children sometimes lash out is because they are frightened and unsure of their place in society. Thus parents should not take their teenager's anger personally, but remain calm and postpone talking about the source of the anger until a calmer moment arrives.

All the elements of an effective summary are here. The summary covers only the passage's main ideas: why adolescents have emotional outbursts and what parents can do about them. Notice that it is also objective (we can't tell the writer's attitude towards Utzman-Nichols' ideas), very concise (only 2 sentences), and does not

include specific details or examples (like the fact that the author quoted a doctor and a nurse).

EXERCISE. Write a summary of the following articles.

Article #1 Sheep now outnumber people three to one in Wales

Sheep now outnumber people three to one in Wales, according to the latest figures released by farmers in the region.

The number of sheep grazing in the sparsely populated Welsh mountains and valleys has risen by almost two million over the last seven years, data from the June 2016 Survey of Agriculture and Horticulture revealed.

Annual census figures shows there are currently 9.81 million sheep and lambs in Wales, compared to 3,026,000 people.

But the sheep population is yet to reach its late 1990s high of around 12 million.

The population dropped to a low of around eight million in 2008, but in 2009 it began a steady increase of 3.2 per cent year on year and it is continuing to grow.

John Richards, industry information executive for Hybu Cig Cymru (Meat Promotion Wales), said the increase was an indication of confidence in the future of the industry.

"There are still challenges for the lamb industry in Wales," said Mr Richards.

"Ensuring that everyone, including farmers and processors, get a good price for their product is vital, and means continuing to respond to changing customer demands.

"Political uncertainties around Brexit also mean that it's difficult to predict accurately how the structure of future support payments and trade arrangements will affect livestock numbers."

Although Wales has the largest sheep population of any region in the UK, sheep also outnumber people in Scotland.

But globally, Wales still lingers behind New Zealand, where the woolly farm animals outnumber people six to one.

Independent.co.uk
Monday 19 December 2016

Article #2 Ants invented farming 60 million years ago after ditching hunter-gatherer lifestyle, scientists discover

After the age of the dinosaurs came to an end some 65 million years ago, a ‘tribe’ of ants known to scientists as the Attini decided to give up life as hunter-gatherers and become farmers instead, according to a new genetic study.

It was an astonishing move that humans only managed to accomplish some 10,000 years ago.

The ants, native to South America, began farming fungus that grew on decomposing wood, setting off an evolutionary revolution.

About 25 million year ago, one group of fungus farmers began growing a particular fungi that produced protein-rich bulbs that proved a highly nutritious food.

This allowed ant colonies to increase in size until 15 million years ago when the leafcutter ant emerged. They feed a fully domesticated species of fungus kept in vast underground farms with fresh green leaves every day, supporting colonies number millions of individual insects.

A paper about the research, published in the journal Nature Communications, said that ants had evolved “complex societies with industrial-scale farming”.

“Farming created advanced human civilizations in just a few thousand years, producing a huge diversity of domesticated crops with improved nutrition, growth characteristics and yield,” the researchers wrote.

“Industrial-scale farming, comparable to that in humans, has evolved in only two non-human organisms, the fungus-growing ants and termites.

“However, the agricultural mutualisms of ants and termites were gradually modified by natural selection over time spans orders of magnitude longer than those associated with human agriculture.

“Social insect farmers cultivate fungi in subterranean gardens to produce edible proteins, lipids [fats] and carbohydrates through decomposition rather than the photosynthesis of most human crops.”

The researchers sequenced the ants' entire genome to come up with their estimated date for the transition from a hunter-gatherer lifestyle to farming among ants.

They said their date of about 55 to 60 million years ago was earlier than previous estimates.

Curiously the move to farming was not immediately beneficial in both ants and humans.

The farmer ants were “metabolically less efficient” than ant species with traditional diets, a situation that remained the same until the farmers improved their techniques.

“Similarly, early human farmers of loosely domesticated crops had poorer health and smaller body stature compared with ... hunter–gatherers [of that time],” the researchers wrote.

“It seems reasonable, therefore, to expect that large-scale ant farming required a considerable accumulation of adaptive modifications, and that this process accelerated after crops became truly domesticated and no longer exchanged genes with free-living fungi.”

The final result was a single, all-purpose superfood that was resistant to diseases, pests and drought that the ants could produce on an industrial scale.

Ian Johnston, Independent.co.uk

Wednesday 20 July 2016

4. HOW TO WRITE AN ABSTRACT

Often when asked to write a report or article, you will be required to include an abstract. This is usually a very concise summary of what the report or article is about and is usually placed before the body of your writing. The abstract can be read to get a quick overview. It tells the reader what to expect in your work and it should be based on all you have written.

Definitions

The word abstract comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing. There are two main types of abstract: the (1) Descriptive and the (2) Informative abstract. The type of abstract you write depends on your discipline area.

Why do we write abstracts?

Abstracts are important parts of reports and research papers and sometimes academic assignments. The abstract is often the last item that you write, but the first thing people read when they want to have a quick overview of the whole paper. We suggest you leave writing the abstract to the end, because you will have a clearer picture of all your findings and conclusions.

How do I write an abstract?

- ✓ First re-read your paper/report for an overview. Then read each section and condense the information in each down to 1-2 sentences.
- ✓ Next read these sentences again to ensure that they cover the major points in your paper.
- ✓ Ensure you have written something for each of the key points outlined above for either the descriptive or informative abstract.
- ✓ Check the word length and further reduce your words if necessary by cutting out unnecessary words or rewriting some of the sentences into a single, more succinct sentence.
- ✓ Edit for flow and expression.

What makes a good abstract?

A good abstract:

- ✓ uses one well-developed paragraph that is coherent and concise, and is able to stand alone as a unit of information
- ✓ covers all the essential academic elements of the full-length paper, namely the background, purpose, focus, methods, results and conclusions
- ✓ contains no information not included in the paper
- ✓ is written in plain English and is understandable to a wider audience, as well as to your discipline-specific audience
- ✓ often uses passive structures in order to report on findings, focusing on the issues rather than people
- ✓ uses the language of the original paper, often in a more simplified form for the more general reader

- ✓ usually does not include any referencing
- ✓ in publications such as journals, it is found at the beginning of the text, while in academic assignments, it is placed on a separate preliminary page.

(1) Descriptive abstracts

Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common. They are:

- background
- purpose
- particular interest/focus of paper
- overview of contents (not always included)

(2) Informative abstracts

Informative abstracts are generally used for science, engineering or psychology reports. You must get the essence of what your report is about, usually in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include:

- background
- aim or purpose of research
- method used
- findings/results
- conclusion

The table below summarizes the main features of, as well as the differences between, the two types of abstracts discussed above. In both types of abstract, your lecturer/tutor may require other specific information to be included.

Descriptive abstract	Informative abstract
Describes the major points of the project to the reader.	Informs the audience of all essential points of the paper.
Includes the background, purpose and focus of the paper or article, but never the methods, results and conclusions, if it is a research paper.	Briefly summarizes the background, purpose, focus, methods, results, findings and conclusions of the full-length paper.
Is most likely used for humanities and social science papers or psychology essays.	Is concise, usually 10% of the original paper length, often just one paragraph.
	Is most likely used for sciences, engineering or psychology reports.

Examples of abstracts

Here are two abstracts with the key parts identified. The Descriptive abstract (1) is for a humanities paper and the Informative abstract (2) for a psychology report.

(1) Model descriptive abstract

Abstract (Stevenson, 2014)	Key Parts
The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the ‘all-plagiarism-is-cheating’ reaction and the ‘just-give-them-a-referencing-guide’ response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to avoid plagiarism. In this presentation, I will use the transnational teaching experience to highlight what educating to avoid plagiarism entails.	Background Purpose and aim Particular focus of paper

(2) Model informative abstract

Abstract (Zoltan, 2015)	Key Parts
Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skills of academic writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students’ level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing. The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, but those with a more developed metalanguage are more confident and motivated. The conclusion can also be drawn that students’ level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of preliminary research results, some recommendations for writing instruction will also be presented.	background purpose and aim methods results conclusions

How is an abstract different to an introduction?

Students are sometimes confused about the difference between an abstract and an introduction. In fact, they are different pieces of writing with different aims and key parts. The following table will briefly describe these differences in the case of a research paper.

Absrtact	Inrtoduction
The essence of the whole paper	Introduces the paper
Covers the following academic elements: <ul style="list-style-type: none"> • Background • Purpose and focus • Methods • Results (also called “findings) • Conclusions • Recommendations (or “implications”, not always relevant) 	Covers the following academic elements: <ul style="list-style-type: none"> • Background • Purpose • Propositions (also called “point of veiw” or “thesis” statement) • Outline of key issues • Scope (not always relevant)
Summarizes briefly the whole paper including the conclusions.	Introduces the paper and foregrounds issues for discussion.

Other useful resources

Websites

<http://writingcenter.unlv.edu/writing/abstract.html>

<https://owl.english.purdue.edu/owl/resource/656/01/>

<http://writingcenter.gmu.edu/writing-an-abstract/>

http://courseworks.unimelb.edu.au/research_and_writing/abstracts

<http://www.ece.cmu.edu/~koopman/essays/abstract.html>

<http://www.scur.uci.edu/sampleabstracts.html>

<http://www.uq.edu.au/student-services/phdwriting/phlink08.html>

http://www.willamette.edu/cla/ssrd/abstract_examples/

ESERCISE. Find an article on the internet and write an abstract to it.

5. AT THE CONFERENCE

1. Discuss in pairs.

1. Have you ever given a talk to a large audience at an international conference?
2. How did you feel?
3. What problems was the conference devoted to?
4. Did you make any professional contacts there?
5. Do you know any leading conferences in your research field?
6. Who are the leading scientists in your field?
7. What are the benefits of participating in conferences for both academics and their affiliated institutions?

2. Match the types of meetings with their definitions.

Type	Definition
1 Conference	A. The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition is 'debating special issues'. It preserves the conversational character of the term.
2 Symposium	B. This activity clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor. Discussion nevertheless plays the leading role in this kind of meeting.
3 Seminar	C. This term means a type of meeting where one or two people share their innovative experience in some area with the other participants organizing it in the form of a training session.
4 Colloquium	D. This term indicates both a traditional conference and a conversational seminar. This type of meeting tends to privilege the aspect of debate.
5 Workshop	E. The most general term to indicate a meeting for discussion – most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions.
6 Round table	F. Nowadays, this describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. This activity, thus, has a slightly more informal character than a conference.

ACTIVE VOCABULARY

- 1 accommodation - размещение (участников конференции)
- 2 annual conference - ежегодная конференция
- 3 Call for Papers - информационное письмо (о конференции)
- 4 chairperson and conferees - председатель и участники конференции

- 5 conference proceedings - материалы конференции
- 6 conference returns - отзывы (участников конференции)
- 7 deadline for registration - крайний срок регистрации на конференцию
- 8 full-length paper - полный текст доклада (статьи)
- 9 general conference - общая конференция
- 10 keynote speaker пленарный - докладчик (на конференции)
- 11 leading conference in a research field - ведущая конференция в научной сфере
- 12 multiple track conference - конференция, в которой заседания секций идут параллельно
- 13 networking - установление контактов (нетворкинг)
- 14 opening session - открытие конференции
- 15 panel discussion - аналог круглого стола, дискуссионная сессия на конференции
- 16 professional conference - профессиональная конференция
- 17 questions from the floor - вопросы из зала
- 18 single track conference - конференция, в которой заседания секций идут друг за другом
- 19 site selection выбор - площадки (для проведения конференции)
- 20 themed conference - тематическая конференция
- 21 to avoid time conflict - избегать совпадения по времени
- 22 to be peer reviewed - проходить экспертную оценку (научной статьи)
- 23 to debate special issues - обсуждать специальные вопросы
- 24 to discuss topical issues - обсуждать актуальные вопросы
- 25 to ensure the event flows smoothly - обеспечивать успешное проведение мероприятия
- 26 to give a talk to a large audience - выступать перед большой аудиторией
- 27 to issue a directive for attendance - издавать инструкцию для участия (в конференции)
- 28 to make professional contacts - устанавливать профессиональные контакты
- 29 to present a lecture - выступать с сообщением, представить доклад
- 30 to provide an international channel for exchange of information - служить м/н каналом для обмена информацией
- 31 to report on the meeting - отчитываться о работе совещания
- 32 to submit an abstract of a presentation - отправлять аннотацию (тезисы) выступления
- 33 venue - место проведения (конференции)

3. Share your experience with your neighbor on the following.

- 1 What types of academic meetings are the most traditional ones in your field?
- 2 Have you ever visited a workshop? If, yes, did you like it? Why? Why not?
- 3 Have you ever given a workshop? If yes, what was it about?
- 4 Do you have roundtable discussions in your professional sphere? What issues do you usually discuss at roundtables?

4. Scan the text and explain the difference between organizing committee, programme committee, and PCO.

An International Academic Conference

An international academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important international channel for exchange of information

between researchers. Academic conferences fall into three categories: a themed conference, a general conference, and a professional conference.

International conferences are usually organized either by a scientific society or by a group of researchers with a common interest. Large meetings may be handled on behalf of the scientific society by a Professional Conference Organizer (PCO). A PCO will assist with finding the right venue, dealing with accommodation and appointing other companies if necessary. Site selection is important for the success of the event. It should include considerations for a hotel room rate, conference rooms and facility usage, and easy access from major international airports. Time selection is also important to succeed. It is necessary to avoid a time conflict with existing conferences.

As soon as the dates and venue have been decided, the next step is to advise everyone involved and to issue a directive for attendance. The conference is announced by a Call for Papers (CFP). A CFP is sent to interested parties, describing the title and subject matter to be covered, the way of registration, the deadline for registration, the language of the conference, any costs involved and

payment policy, and organizing team contact details. Online registration service allows delegates to register easily and 24 hours a day.

Prospective presenters are usually asked to submit a short abstract of their presentation, which is peer reviewed by members of the programme committee or referees chosen by them.

At the start of the conference it is a good idea to have an opening session where the chairperson can welcome everyone and follow this with a keynote speaker to set the theme for the meeting. The chairperson plays an important role. He needs to ensure the event flows smoothly, to introduce speakers, to manage questions from the floor, and keep an eye on the time. Accordingly, the chairperson should be a good speaker.

Often there are one or more keynote speakers, presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. All speakers need to be good communicators and their speeches must be relevant, up-to-date and of the correct length for the time allocated. Generally, the topic is presented in the form of a short, concise speech lasting about 10 — 30 minutes, usually including discussion. It can be presented in the form of academic papers and published as the conference proceedings.

Conferences might be single track or multiple track, where the first one has only one session at a time, while a multiple track meeting has several parallel sessions at the same time with speakers in separate rooms. Informal international networking and getting people talking outside the main conference sessions can be very productive and social activities are ideal for this. People appreciate the opportunity to discuss topical issues and problems with foreign colleagues, or those with a similar interest.

After the conference the organizing committee should meet to evaluate and possibly report on the meeting. If delegate evaluation forms were handed out, the

results on the returns should be analyzed, considered and used for planning future events.

5. Explain in your own words the following word combinations.

An academic conference, a scientific journal, subject matter, payment policy, peer review, an opening session, a keynote speaker, conference proceedings, a multiple track, topical issues, a delegate evaluation form.

6. Insert the prepositions where necessary

- 1 channel _____ exchange of information _____ researchers
- 2 to be handled _____ behalf _____
- 3 to assist _____ finding the right venue
- 4 to deal _____ accommodation
- 5 a directive _____ attendance
- 6 deadline _____ registration
- 7 questions _____ the floor
- 8 to report _____ the meeting
- 9 the results _____ the returns
- 10 to take _____ the floor

VOCABULARY

7. Fill in the gaps with the following words and word combinations.

Panel discussion, keynote speakers, abstracts, session, academic papers, deadline, networking, venue

- 1 The final list of accepted _____ will be emailed when available.
- 2 Most _____ should be written in academic voice.
- 3 There were a number of participants at the conference dinner, several of them were _____.
- 4 A number of social events will be organised to facilitate _____.
- 5 A great interactive _____ is definitely an ice breaker.
- 6 The day will conclude with a _____ during which the debate will be thrown open to the audience.
- 7 A cosy cocktail lounge is the perfect _____ for a quiet drink.
- 8 Submission _____ for articles for the next issue is 10 December 2019.

9. Read the following Call for Papers. Fill in the missing words and word combinations:

1 language	6 conference proceedings
2 entertainment activities	7 deadline
3 presentation	8 annual
4 fee	9 topics
5 program committee	10 abstracts

You are invited to take part in the 17th Lugano International Conference on Web Engineering to be held on 6-9 June, 2016 This _____ (1) Conference has become a traditional meeting place for the exchange of ideas between scientists and engineers involved in web engineering all over the world.

Conference _____ : (2)

- Web application development.
- Design models and methods.
- Rich Internet Applications.



The Conference _____ (3) is English. The _____ (4) will be published and handed to the conferees at the registration. Each full-length paper will be allowed 20 minutes for _____ (5) and discussion _____ (6) of 500 words in English should be sent by email to the conference _____ (7) (please indicate your telephone and fax numbers, email and mailing addresses). _____ (8) for receipt of abstracts is 1 December 2015 The authors of the selected papers will be notified by 15 February 2016

The conference _____ (9) — €350. It includes one copy of the conference proceedings, lunch and coffee during three days, transportation and _____ (10) (an evening banquet and a tour of Lugano).

10. Translate the following words and word combinations into English:

- 1 вопрос с места;
- 2 экспертная дискуссия на общем заседании (на конференциях);
- 3 выступающий с основным докладом;
- 4 экспертная оценка (научной статьи, работы);
- 5 аннотация;
- 6 избежать совпадения по времени;
- 7 тщательно подобранное оборудование;
- 8 материалы конференции;
- 9 проходить гладко (без осложнений);
- 10 конференция с несколькими одновременными заседаниями;
- 11 информационное письмо (о конференции);
- 12 вечернее заседание (секции);
- 13 председательствовать (на заседании).

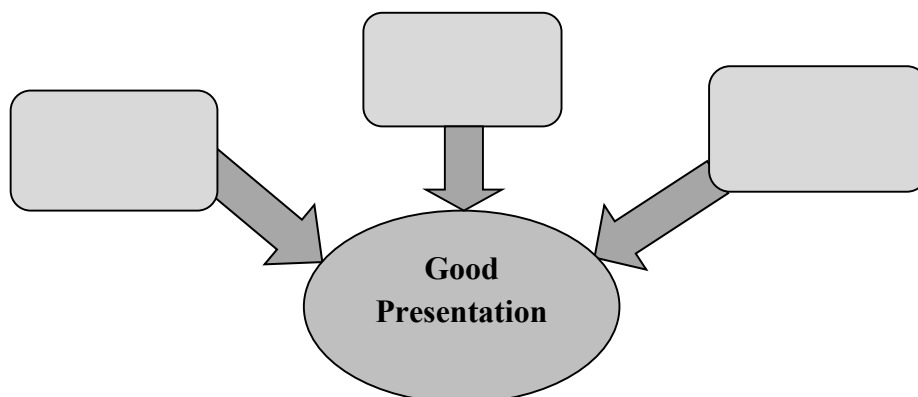
11. Translate the sentences from Russian into English.

1. Эта статья не прошла экспертную оценку.
2. Все получили приглашение принять участие в конференции?
3. Крайний срок подачи заявок на конференцию – 23 июля 2017 года.
4. Перед выступлением необходимо проверить работает ли нужная аппаратура.
5. Тема семинара – устойчивое экономическое развитие в России 21 века.
6. Место проведения конференции – Афины, Греция.
7. Вы не знаете, кто выступает на пленарном заседании?

8. Материалы конференции индексируются в базе данных Web of Science.
9. Для того, чтобы отправить статью на конференцию в нужном формате, загрузите образец статьи с сайта в разделе downloads.
10. Организационный взнос включает один сборник материалов конференции.

6. MAKING A PRESENTATION

1. Think what makes a good presentation. Create a Mind Map.



Active Vocabulary

1. a chunk of information - порция (часть) информации
2. a conclusion slide - слайд с выводами по докладу
3. a logical flow - логика изложения мысли
4. a presenter - докладчик
5. a rule of thumb - правило, основанное на практическом опыте, а не на научных знаниях
6. a take-home message - ключевая идея доклада, которая должна остаться в голове у слушателей
7. a target audience - целевая аудитория
8. an excellent tool to enhance a presentation - отличное средство улучшить презентацию
9. an outline slide - слайд с планом доклада
10. audience background - фоновые знания/опыт аудитории
11. to be at the appropriate level - быть на соответствующем уровне
12. to become an expert on one's topic - становиться экспертом в своей теме
13. to boost one's confidence level - повышать уровень уверенности в себе
14. to cover the main points - освещать главные вопросы
15. to deliver results in a clear way - ясно представлять результаты (исследования)
16. to disseminate one's work - распространять результаты своей работы
17. to ensure the presentation is a success - обеспечить успех презентации
18. to give a pitch - выступить с мотивационной речью
19. to keep smb on target - удерживать внимание кого-то (аудитории) на цели (выступления)
20. to lend credibility to the talk - придавать убедительности докладу
21. to overwhelm and detract the audience - перегружать и отвлекать аудиторию
22. to prepare an effective presentation - подготовить успешную презентацию
23. to preview the talk - давать краткую информацию о докладе
24. to re-cap the main points - перефразировать главные идеи
25. to signpost the main part of the presentation - обозначать главную часть в презентации
26. to stick to the presentation - придерживаться плана презентации

2. Read the article and do the tasks following it.

HOW TO PRESENT A PAPER AT A MEETING (By Herbert Gottlieb)

1. Over 100 papers were presented at the winter meeting at Chicago. The topics varied greatly in the quality and time of presentations. They ranged from gifted teaching that held the audience spellbound at the edges of their seats, to incoherent mumbling and a listless dull manner that could be tolerated only by an overcourteous audience of physics teachers.

2. With the availability of advance abstracts and concurrent sessions, the audience, by its very presence, expresses an interest in the topic you will present. Don't disappoint them. In preparing your paper for this selected audience, a small amount of extra preparation will be appreciated. Without this, only those who have a special need for the information and those who are too tired to move to another room will remain.

3. Unfortunately, not everyone is a born teacher. For many speakers a reminder calling attention to some of the basic rules of effective delivery can be helpful.

4. The first and most urgent requirement is that you have something new and relevant to say to an audience of physics teachers. Next, consider the steps you can take to make sure that your presentation produces the desired effect.

5. Prepare your talk in advance. Ten minutes is sufficient to present *only* one big idea in sufficient detail for most of the audience. Those who wish more detail can get it during questioning period that follows each presentation, or can correspond with you after the meeting. At the leisurely pace of 130 words a minute, a 10 minute paper should contain no more than 1300 words. This would occupy approximately six full pages of doublespaced typing with good wide margins. If slides, overhead transparencies, or apparatus is included, limit your paper to five typewritten pages or less. Some speakers feel that if they prepare too much material, they merely need to read faster. Don't try it! You may finish your paper, but few in the audience will finish with you.

6. Rehearse the presentation. When the entire paper has been written out, edit it mercilessly to delete any unnecessary words or phrases that detract from the main idea. Then rehearse it several times using a recording device or a sympathetic listener. Niels Bohr was almost a fanatic in this respect.

7. He would not only rehearse his papers before his family and friends, but would stay up all night before each presentation, trying different approaches in delivery. His speeches were still poor, but imagine what they would have been like without these rehearsals!

8. If you find it impossible to include all of the essential detail in the allocated time, here is a trick that you can try. Leave out a whole section of your presentation, but just give enough information to get the audience interested. Then, at the end of the paper, the additional information can be worked in¹ while answering questions from the audience. If, on the other hand, the audience does

not express enough interest to ask questions, perhaps it is better that the material was left out.

9. Some teachers feel that a word-for-word reading of a carefully composed paper is a poor practice since it lacks the warm personal and human touch of an extemporaneous delivery. They argue that one might do better by obtaining a copy of the paper and save the expense of attending a conference where such papers are read verbatim. Others feel that extemporaneous papers should be banned because many of them ramble and use up most of the ten minutes before getting started.

10. To achieve a balance between a well composed paper that is dulled by reading and an extemporaneous paper that suffers from poor planning and unnecessary repetition, try for the ideal situation. Carefully compose the paper. Then, rehearse it so well that you are able to look at the audience during the delivery and give them the feeling that the presentation is extemporaneous.

11. Always include an introduction and a summary. Even if a paper is only 10 minutes long, it is wise to spend a minute introducing the topic by showing how it fits into physics teaching and another minute at the end for a summary of the main points. This is well expressed by the adage. "Tell them what you are going to tell them. Tell them. Then, tell them what you told them"

12. No single style is best for everyone and it is expected that the presentation will vary with the lecturer and the topic. However, there are some archetypes to be avoided:

13. (A) *The Frugal Slidemaker*. His slides and transparencies are covered with the smallest typewriter print that he can find, making it possible to squeeze almost everything into one or two slides. It really does not matter that the words cannot be seen beyond the first row because he reads the whole slide to the audience and tells them what they would have seen if it were visible. He never retakes a slide no matter how poor the colors are or how bad the contrast. He knows that his slides are poorly prepared but he rationalizes that he is very busy doing other things that are much more important than preparing visual aids. Once you have made the decision to include slides or overhead transparencies why not go the rest of the way and make it a truly professional job? Use large print that can be easily seen from the back of the room. Retake any photographs that are out of focus or have poor contrast. If a complicated diagram or photograph is essential, arrange to have a pointer available to focus attention on a detail or to help the audience follow a sequential flow.

14. (B) *The Glib Mathematician*. Rather than describing his contributions in a simple way that can be easily understood by the audience, he presents a long series of calculations and derivations tying them together with phrases such as, "It is well known that..." and "One can readily see that...". After the first few equations, no one can follow except a few of his friends who have heard it all before and are there to give him moral support. The rest of the audience appears to be following because they are so attentive. Each person feels that he is the only one who is

having trouble and, being ashamed to admit it, puts on an act for the benefit of his nearby colleagues. They show this by asking peripheral questions at the end of the talk which completely ignore the series of equations that were presented.

15. It is especially difficult for a listener to do mental arithmetics along with a speaker. If you feel that it is essential to present unfamiliar equations and detailed calculations, duplicate them for distribution to those interested *at the end* of your talk. Another trick is to come prepared with blank address labels. Anyone who fills in a label is sent the details by mail after the conference.

16. (C) *The Bungling Demonstrator*. Because his apparatus for a simple demonstration is complex and seldom works, he makes some amateur movies or videotapes of the one time the thing behaved and shows them at the meeting. The movies are poorly planned, completely unedited, and the detailed operation of the apparatus is impossible to see on the small screen. The audience applauds the initiative and effort of the demonstrator, but each listener comes away firmly convinced that the demonstration is too complex and tricky to try himself in class. He also wonders whether he was wise in choosing this presentation instead of the concurrent session on teaching astrophysics with hand calculators.

17. Unless one has experience with professional cameras and lighting, it is best to show demonstrations with the actual apparatus at the meeting. This involves a considerable amount of extra effort in transporting and setting up the apparatus and in rehearsing the demonstration, but the results speak for themselves. The audience will never forget a perfectly timed and dramatic demonstration. For most demonstrations, transporting the equipment to and from the meeting is an added difficulty – but it's worth the effort.

18. Any demonstration shown at a meeting should be on a scale that is sufficiently large to be seen by the entire audience. If the apparatus is too small to be seen directly, you might try shadowgraph projection.

19. (D) *The Bashful Body-Language Orator*. Although his prepared talk proclaims enthusiasm for the topic, his body language conveys the opposite impression to the audience. He paces back and forth like a caged animal hoping to be released from captivity. He grasps the lectern tightly until his knuckles turn white and then throws both arms around it in the apparent hope that it will keep him afloat until the ten minutes are over. He sways from side to side shifting his weight from one foot to the other as if he were trying to hypnotize the audience before they fall asleep. He turns his back and talks to the screen or blackboard as if ashamed to look at the audience face to face. After writing an equation on the blackboard, he quickly erases it and writes another before the audience has a chance of discovering an error in the first equation. He grunts snorts and then adds "OK? OK!" after each sentence, perhaps because he intuitively feels that all is not OK with the audience. Each sentence starts with a loud voice and then trails off until it becomes an audible mumble. Finally, in a desperate attempt to communicate, he holds the microphone so close to his lips that all of the p's and t's come through like explosions, driving the listeners up the wall.

20. No one speaker is guilty of all the transgressions enumerated above but they are all too common at meetings. Some can be explained by inexperience but most are the result of poor habits developed over many years of lecturing to students in the same manner. Experienced teachers have found the audio or video tape recorder an invaluable aid to see themselves in action. Once you become conscious of such habits they are rather easy to overcome.

21. To summarize before sitting down to write your paper think of the needs of the audience at the meeting. Start by telling how your presentation is an important contribution to their knowledge and skills. Write out the entire text incorporating appropriate visual aids, making sure that such aids meet professional standards. Practice and revise the talk until the timing fits the allocated time and the delivery leaves no doubt that you are an expert teacher. Summarize your main points and make good use of the question period that follows to clarify and provide additional details that will benefit the entire audience. Make provisions for individuals by providing handouts at the end of the paper or arranging for mail correspondence. (From "The Physics Teacher", November, 1978)

EXERCISES.

1. Translate the title of the article and define its nature and objective.
2. Find the sentences in which the author reveals the core reasons of presentation failures of some speakers at the meetings.
3. Basing on the article, make up a list of rules and requirements to be followed while preparing a report.
4. Say, what kind of technical support is mentioned in the article.
5. Make up a plan of the article in the form of questions.
6. Write a short summary of the first part of the article (paragraphs 1-11).
7. Write a short summary of the second part of the article (paragraphs 12-21).
8. Render the article and write an abstract to it.

3. Read the text and complete the gaps.

Stick to, to enhance, target, logical, focus, guideline, to disseminate, confidence, supplemental, content

Presenting your research

Remember
the

Oral presentations, particularly at academic conferences, provide researchers and faculty another way (1)_____ their work. It is important that presenters be able **to deliver their results and ideas** in a clear, concise and logical way. Disciplines may vary a bit, but overall, the following guidelines will help ensure the presentation is a success:

Prepare

Most importantly, know your topic. Become an expert on your topic and it will **boost your (2)_____ level**. Then use the following tips to prepare an effective presentation that will demonstrate your knowledge to your audience and **lend credibility to your talk**.

Know your audience

Learn about your (3) _____ audience. Find out about their knowledge of the subject and their **backgrounds**. What do you think they are hoping to get out of your presentation? Use that information to ensure that your presentation is at **the appropriate level** and that the presentation is on topic.

Mind the content

The content of your presentation should have a (4) _____ flow, much like your research paper, which has an introduction, body and conclusion. In regards to getting the audience to understand and remember your main (5) _____, it is helpful **to preview the talk** at the beginning and tell them exactly what you will be covering. Then **cover the points** and finally **re-cap them in the conclusion**. The repetition is helpful and **keeps you on target**.

Use visual aids

Visual aids can be an excellent tool (6) _____ a presentation. However, visual aids should not **overwhelm the audience**, and thereby **detract from** what you are saying. A useful **rule of thumb** followed by many presenters is to have no more than one visual for each minute that you are talking. For example, if you using PowerPoint, the one slide per minute rule serves as good (7) _____ when creating your presentation.

Distribute handouts

Handouts provide structure and allow the reader to "take home" the take home message. Handouts should not be more than 1-2 pages and should include your name, contact information and a short summary of the presentation at a minimum. Handouts may also provide (8) _____ information, references, a glossary of terms or other types of useful information for audience members. Begin presentation with **a road map**. Tell them what the presentation will be about and what you plan to cover. Remember that people can read!

Deliver the message

Do not read slides or visual aids. You should also never turn your back on your audience. Know your visual aids so that you do not need to turn to them constantly. (9) _____ the presentation you prepared! Be enthusiastic and smile! If you do not appear excited about your (10) _____, your audience certainly will not be!

4. Discuss in groups of three.

1. Which pieces of advice do you find more useful and which ones less useful?
2. What would you like to add to the advice given?

5. Put the steps you should follow when presenting your speech.

Presentation parts	Logical Order
1. Describe the structure of the presentation 2. Make a conclusion 3. Welcome the audience 4. Signpost the main part of the presentation Main body 5. Explain your policy on questions 6. Give out handouts, if any. 7. Give the title of the presentation 8. Introduce yourself 9. Explain why your talk is relevant 10. Make acknowledgements	

6. Discuss in groups of four.

1. In your group brainstorm ideas about **effective** openings and **effective** endings for an academic presentation.
2. Make a list and present them to others.

Useful Phrases to be Used in Reports and Discussions

Thank people for coming

Good morning / afternoon etc. ladies and gentlemen!

I'd like to take the opportunity to thank you for coming here today / making the effort to be here

First of all, let me thank you all for coming here today.

It's a pleasure to welcome you today.

I'm happy / delighted that so many of you could make it today.

Introducing yourself

Let me introduce myself. I'm Ann Brown from ...

For those of you who don't know me, my name is ...

Let me just start by introducing myself. My name is ...

Beginning and Stating objectives

Let's make a start. / Let's begin / I'm going to begin by...

I'm here today to ...

The object/subject of today's meeting/talk is to...

What I'd like to present to you today is ...

I'm here today to present ... Today's topic is ...

The subject / topic of my presentation is ...

The purpose / objective / aim of this presentation is to ...

Our goal is to determine how / the best way to ...

What I want to show you is ...

Today I'd like to give you an overview of ...

Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you / us who ...

My talk is particularly relevant to those of us who ...

My topic is / will be very important for you because ...

By the end of this talk you will be familiar with ...

Organization / Structuring

My presentation/talk is divided into three parts/sections ...

I'd like to begin by...

I have four main points ...

By way of introduction

In my presentation I'll focus on three major issues.

Sequencing

Point one deals with ... , point two ... , and point three ...

First, I'll be looking at ... , second ... , and third ...

I'll begin / start off by

Then I'll move on to ...

Then / Next / After that ... I'll end with ...

Timing

My presentation will take about 30 minutes. It will take about 20 minutes to cover these issues.

This won't take more than ...

Handouts

Does everybody have a handout / copy of the report?

I've put all the important statistics on a handout for you.

I'll be handing out copies of the slides at the end of my talk. I can email the PowerPoint presentation to anybody who wants it.

Introduce another speaker

I'm going to/I'd like to hand you over/pass you over to Julian who is going to talk you through/present

Annie will be telling you about...

Paul is now going to take over...

Recap what a previous speaker has said

Keith has given you an overview of...

We have just heard from Keith...

As Paul said...

Recognizing knowledge

You are certainly aware...

As you know...

You have probably heard some of this before...

Refer to a diagram/figures

(So) Let's look / Let's have/take a look at...

I'd like to draw your attention to ...

As you can see ...

If you'd like to/turn to page 6 of the handout ... I'll ...

It's interesting to note that...

Enumerate points

To begin with/First of all/Firstly/Next/afterwards
Finally/ Last but not least/ To conclude/ In conclusion
Moving to another topic
This brings me/us to the key issue...
I'd now like to turn to...
Now let's look at/consider...
I'll now move on to my next point which is...
Before I move on, does anyone have any questions...

Rhetorical questions

(So) what can we learn from this?
How should we interpret these figures/ statistics?
You are probably asking yourselves what this all means.

Setting guidelines for questions

I'm happy to answer your questions at the end of my presentation.
Please feel free to interrupt if you have any questions.
I'll deal with the questions at the end of the talk.
I'll come back to that at the end if you don't mind.
There will be time for questions after my presentation. We will have about 10 minutes for questions in the question and answer period. If you have any questions, feel free to interrupt me at any time.
Feel free to ask questions at any time during my talk.

Summarizing

So to recap...
In conclusion...
I'd like to finish /wind up by saying ...
Before I finish I'd finally like to say...
Let me briefly summarize the main issues.

Going back

As I said / mentioned earlier, ... Let me come back to what I said before ...Let's go back to what we were discussing earlier. As I've already explained, ...As I pointed out in the first section, ...

7. Read the text and match the titles with the parts

- A. To make a presentation novel, create "emotionally charged events."
- B. To make a presentation memorable, use the rule of threes.
- C. To connect with people, tell them a story.

3 Public Speaking Secrets From The Most Successful TED Talks

Want to give a presentation that has the magic of a TED Talk? It's not as hard as you may think. At least that is according to Carmine Gallo, author of the new book "Talk Like TED." To write it, Gallo combed through 500 talks to find lessons that could help anyone who has *to give a pitch* or a presentation.

What makes a TED Talk pop? For Carmine, it's a combination of making an emotional connection, delivering a novel experience, and making the talk

memorable. When all three pieces are in harmony, you get the power that can launch movements like Facebook.

Here are Gallo's top three strategies for giving killer presentations.

At the end of 2010, Sandberg was preparing for her TED presentation. "I was planning to give a speech chock full of facts and figures, and nothing personal," she said in an interview. But before she went on stage, a friend stopped her, saying that she looked out of sorts.

Sandberg said that as she was leaving from home that day her daughter was tugging at her leg and telling her not to go. Her friend's reply: Why don't you tell that story? Sandberg was skeptical — why would she tell her story in front of people? Because, as Sandberg soon realized, the best way to connect with people emotionally is through stories. She told one in hers, and it helped launch a movement for women's empowerment in business. "I find that the most successful TED presentations are 65% stories, 25% data," as well as a short explanation of who you are and what you've done to establish your credibility, Gallo says. "It doesn't have to be a personal story. You don't have to talk about your kid like Sheryl Sandberg did, a story can be a case study," like Malcolm Gladwell does so well.

Back in 2009, Bill Gates released mosquitoes from a jar when he was on the TED stage. Gates wanted to talk about malaria, and these bloodsuckers provided a lesson in how the disease spreads. As Gallo explains, this was what researchers call an "emotionally charged event," an incident where you experience shock, surprise, or fear. That emotionally charged event triggers a release of the brain hormone dopamine, which cements the experience in your memory. It's the reason you remember intensely happy or intensely scary moments so well. The audience was expecting a standard PowerPoint. They got mosquitoes.

"In every pitch, every presentation, you have to figure out a way to package the information in a way that stands out, that's new, novel, unexpected," Gallo says.

"We can remember three or four chunks of information in our short-term memory," Gallo says, "so I always advise people when they're pitching a new product or talking to a reporter, give them three reasons, three new features that are interesting in the product, three reasons to invest in you."

Grounded in cognitive psychology, the rule of three pervades art and literature, from The Three Little Pigs story to the Lord of the Rings trilogy, as well as rhetoric, like that declaration about life, liberty, and the pursuit of happiness. You can see the same pattern in Ted Talks. Sandberg, for instance, gave three ways women can lean in to their organizations.

Now at nearly 15 million views, Harvard neuroanatomist Jill Bolte Taylor gave a talk on her experience of suffering and recovering from a stroke, called My Stroke of Insight. It's broken into three parts: what she was doing as a brain researcher before the stroke, the day of the stroke, and the spiritual journey she took as a result of the stroke. The last part was a late addition. Before the talk, "a friend pulls her

aside and says, “You went on this big spiritual journey, you really went and found yourself — why don’t you express that?” Gallo recalls. Bolte Taylor thought of herself as a scientist, so she couldn't get that vulnerable. But it was that emotionally resonant last third that helped her presentation go viral, Gallo says, catch Oprah Winfrey’s attention, and change the course of her career.

8. Discuss in groups of three.

1. What is «an emotionally charged event»?
2. Can you formulate the rule of threes?
3. How can you use this information in preparing for your oral report?

9. Present your research in the form of a 7-minutes’ speech to the groupmates

10. Read the text and summarize the key ideas in the table below.

Tips for PowerPoint Presentations

The PowerPoint presentation originated as a valuable tool in the business world in the mid-1990s and its application soon spread to education. In a business setting, the goal of the PowerPoint presentation is typically to present information in a professional, yet entertaining, way. In an educational setting, however, the goal is to teach and provide knowledge.

The PowerPoint presentation should serve as an aid in academic settings that enhances education by presenting information in a clear, concise and logical format. Because the goal of the PowerPoint is different in education, there are special considerations that should be taken into account when creating a PowerPoint for an academic presentation.

Following is a summary of some of the best practices that should be followed when creating PowerPoint slides for a presentation. Following these best practices will ensure that presenters are using PowerPoint appropriately as visual aid to augment their research presentation and enhance learning for the audience, without the PowerPoint taking over the presentation.

Less is better. Keep this in mind throughout all aspects of creating a PowerPoint for classroom use. Many bells and whistles are available when creating a PowerPoint. However, just because they exist, does not mean they should be used. Overwhelmingly, the research shows that the audience is easily distracted by flashing and flying lines of texts, bright colors and unnecessary sound. None of these extras will improve learning.

Use a consistent and simple slide format. Use a design template to ensure that all slides are consistent in terms of font, color, theme, background, and style. Changes in the basic slide design within the same presentation are distracting.

Make sure the font is easy to read and *consistent* throughout. The San Serif font, with a minimum size of 30 points, is a common recommendation for PowerPoint presentations.

It is acceptable to emphasize *keywords* through the use of bold face, italicized or underlined words.

Minimize text. It is recommended that each slide contain between 3-7 bullet points with 3-7 words per point. Do not use complete sentences. If the slide contains too much text, the audience will spend time reading and not listening. Presenters may also be tempted to simply read the PowerPoint slide, greatly reducing the effectiveness of the presentation. The PowerPoint is meant to be a guide, with the presenter filling in the majority of the content and the details.

Disclose one bullet point at a time to keep the audience focused.

Use consistent slide transition. Flashy transitions do not add educational value and again, can be distracting.

Images, tables, graphs, charts, and videos can be used and are effective when they are *relevant* to the topic and presented in a simple format. Keep text to a minimum or use no text on these slides. The presenter should provide the information and the explanation and the image should only serve as a visual aid to reinforce the concept.

Dos	Don'ts

7. PLAGIARIZM

What is Plagiarism?

The act of using another person's words or ideas without giving credit to that person : the act of plagiarizing something. /Source: Merriam-Webster's Learner's Dictionary <http://www.merriamwebster.com/dictionary/plagiarism/>

Types of Plagiarism:

- Word-for-Word Plagiarism
- Patchwork Plagiarism
- Substitutive Plagiarism (Inappropriate Paraphrasing)

Example #1. Word-for-word plagiarism.

Original Source:

Descartes has been heralded as the first modern philosopher. He is famous for having made an important connection between geometry and algebra, which allowed for the solving of geometrical problems by way of algebraic equations. He is also famous for having promoted a new conception of matter, which allowed for the accounting of physical phenomena by way of mechanical explanations. However, he is most famous for having written a relatively short work, *Meditationes de Prima Philosophia* (*Meditations On First Philosophy*), published in 1641, in which he provides a philosophical groundwork for the possibility of the sciences. (Smith, 2007).

Smith, K. (2007). Descartes' life and work. In The Stanford Encyclopedia of Philosophy. retrieved July 12, 2010 at <http://plato.stanford.edu/entries/descartes-works/>

Plagiarized Source:

Descartes is famous for being the first modern philosopher. He promoted a new concept of matter which allowed for the accounting of physical phenomena by way of mechanical explanations and an important connection between geometry and algebra, which allowed for the solving of geometrical problems by way of algebraic equations. However, he is best known for having written *Meditations On First Philosophy*, published in 1641, in which he provides a philosophical groundwork for the possibility of the sciences.

Smith, K. (2007). Descartes' life and work. In The Stanford Encyclopedia of Philosophy. retrieved July 12, 2010 at <http://plato.stanford.edu/entries/descartes-works/>

Notice that, even though there is a reference at the end, and the sentences have been rearranged, the plagiarized version has used exactly the same wording as the original.

Example #2. Paraphrasing Plagiarism.

Original Source:

No oil spill is entirely benign. Depending on timing and location, even a relatively minor spill can cause significant harm to individual organisms and entire populations. Oil spills can cause impacts over a range of time scales, from days to years, or even decades for certain spills. Impacts are typically divided into acute (short-term) and chronic (long-term) effects. Both types are part of a complicated and often controversial equation that is addressed after an oil spill: ecosystem recovery. (2010). *Impact of oil spills. Congressional Digest, 89(6):167-192*

Plagiarized Source:

There is no such thing as a "good" oil spill. If the time and place are just right, even a small oil spill can cause damage to sensitive ecosystems. Further, spills can cause harm days, months, years, or even decades after they occur. Because of this, spills are usually broken into short-term (acute) and long-term (chronic) effects. Both of these types of harm must be addressed in ecosystem recovery: a controversial tactic that is often implemented immediately following an oil spill.

Notice that the plagiarizing author changed the wording, but the concepts are exactly the same as in the original text.

Discussion Points

1. Did any of these types of plagiarism surprise you? Why?
2. Are these definitions of plagiarism different in your culture? How?
3. What type of plagiarism do you feel is the most common? Why?
4. How can you detect and/or help avoid plagiarism?
5. Why do students (or others) plagiarize?

Why do students cheat?

There are several factors that have been associated with cheating behaviors. Harding, Carpenter, Finelli, & Passow (2004) found that the most common temptations to cheat included lack of time, lack of preparation, lack of motivation, grade pressure, a professor who deserved it, and material that is too hard. Holmes (2004) and Sutherland-Smith (2005) found that cultural factors could contribute to cheating

because behaviors that are considered perfectly acceptable or that are even encouraged in one culture might be considered cheating in another culture, but there are no integration procedures in place that teach students about these expectations when they begin to study at an American university. A third factor discussed by Bennett (2005), Overbey & Guiling (1999), Park (2003), and Sutherland-Smith (2005) is that students often lack an understanding of the definition of plagiarism and knowledge about how to properly cite sources, so they might plagiarize unintentionally.

Work with your partner. Think whether the following academic situations should be regarded as plagiarism. Give your arguments.

	Situation	Yes/No
	Copying a paragraph, but changing a few words and giving a citation.	Yes
	Cutting and pasting a short article from a website, with no citation.	
	Taking two paragraphs from a classmate's essay, without citation.	
	Taking a graph from a textbook, giving the source.	
	Taking a quotation from a source, giving a citation but not using quotation marks.	
	Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.	
	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
	Using the results of your own research, e.g. from a survey, without citation.	
	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
	Giving a citation for some information but mis-spelling the author's name.	

Why Citations Matter...

- Maintain your academic integrity by avoiding plagiarism.
- Allows readers to track down your resources for further inquiry.
- Demonstrates that the writer has an awareness of the conversation related to the subject.

- Builds upon what has been said about the subject and allows writer to add his/her own voice.

Citation Styles...

There are many different ways of citing resources from your research. The citation style sometimes depends on the academic discipline involved. For example:

- APA (American Psychological Association) is used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style is used by the Humanities
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts <http://pitt.libguides.com/citationhelp>

Quotations

- Use the exact words of the original author.
- MUST reference the original source, including the page number.
- Use quotation marks around the original words.
- The text produced is the length of the original text quoted (unless ellipses are used).

Summarizing

- Uses the writer's own words to express the main idea of an article or study, including only the main points.
- Significantly shorter than the source material.
- MUST reference the original source.
- In longer summaries, you may want to use phrases to remind your reader you are summarizing, *e.g. (Author) also states/maintains/ argues that....*

The article further states that....

Paraphrasing

- Uses the writer's own words to explain or interpret another author's ideas
- MUST reference the original source
- May be longer or shorter than the original text

TIP: Don't just change around the author's words or substitute synonyms. Read the passage to understand its meaning, then cover it and write the idea in your own words as you would explain it to a friend or colleague. If you do end up with borrowed words, put them in quotes....

8. GRAMMAR PRACTICE

Task 1. Read the text and choose the correct word for each number. Think of a suitable title for the text.

* * *

The Internet is robust. It's not (1) ... upon a single machine or cable. It's a network made up of other computer networks. It spans the globe. Connections cross over continents, under oceans and through space via satellites. And as the Internet has grown, so has our (2) ... upon it.

Connections across the Internet are (3) ... When you (4) ... your computer to contact another machine on the Internet, the data could cross one of millions of pathways. Whenever you download a file, the file comes to your machine in (5) ... data packets that travel across the Internet. The packets don't all take the same path — the traffic routes are (6) If a (7) ... connection is damaged or (8) ..., the data can follow a (9) ... path to reach your machine.

(By Jonathan Strickland)

1. a) dependence; b) dependent; c) depend; d) dependable.
2. a) dependably; b) dependability; c) dependence; d) dependent.
3. a) flex; b) flexible; c) flexibility; d) flexibly.
4. a) usability; b) useful; c) usable; d) use; e) usage; f) user.
5. a) electronic; b) electronics; c) electron; d) electronically.
6. a) dynamics; b) dynamically; c) dynamic; d) dynamicize.
7. a) particularly; b) particularity; c) particular; d) particularize.
8. a) irresponsible; b) unresponsive; c) unresponsiveness.
9. a) difference; b) differentiate; c) differ; d) different; e) differently.

Task 2. Choose the correct variant of the given nouns.

- 1) This phenomena/phenomenon follows the Law.
- 2) Data/datum speaks in favor of this theory.
- 3) This hydrolysis/hydrolyses follows the above scheme.
- 4) Conclusive proof for the dioxin structure of IV was acquired through an independent synthesis/syntheses.
- 5) This thesis/theses holds for more general cases of isomerization.
- 6) The free proton resembles a particle consists of a nuclei/nucleus without planetary electrons.
- 7) The motion of a valence electron in its orbital is equivalent to the flow of a current in the loci/locus of its motion.
- 8) The data fit accurately into this formulae/formula.
- 9) Give the report when analysis/analyses are complete.
- 10) These workers examined the spectra/ spectrum of seventy nitrides.

Task 3. Remember articles with countable and uncountable nouns. Speak about the difference. Make an exercise. Fill in the blanks with the appropriate article where necessary.

- 1) He lives in ___ south of ___ Australia.
- 2) In his book James Dewey Watson, ___ famous American scientist, described ___ main process of ___ human organism.
- 3) Nothing could break ___ silence. Suddenly there was ___ scream, then ___ second and ___ third.
- 4) Can you plan ___ experiment?
- 5) He came in one morning when we were doing ___ dialysis in ___ laboratory of ___ university and introduced himself.
- 6) ___ world tour costs ___ lot of money.

- 7) I don't believe you. I think you're telling ___ lie.
- 8) Did you have ___ lovely time in ___ Hague's laboratory?
- 9) It was ___ early evening but I was feeling sleepy.
- 10) He made ___ gross mistake.
- 11) Don't worry, we'll finish ___ experiment before ___ sunset.
- 12) I'd like to have ___ salad with ___ oil for ___ breakfast.
- 13) My favorite subject at ___ school was ___ biology.

Task 4. *The Preposition.* Fill in the blanks with the prepositions of time **in, on, at** where necessary.

- 1) I usually finish work early ___ Friday. I don't work ___ the weekend.
- 2) Let's meet ___ five ___ Sunday, July 14. 3) I am busy ___ the moment. Come ___ ten minutes' time, please.
- 4) There was a boat race in Southampton ___ Easter Day. A lot of people usually come there ___ Easter to see the race.
- 5) Can you imagine what the world will be ___ the year 2100?
- 6) When will you have your holiday, ___ winter or ___ summer? — I'll have it late ___ August.
- 7) We started the off ___ midnight and reached the place of destination ___ twelve hours ___ noon.
- 8) I was in France in 1997. ___ that time I was working as a waiter in a small cafe.
- 9) ___ the age of sixteen he left his parents' house.
- 10) ___ her wedding day she got up ___ dawn.
- 11) You must come and start doing electrophoresis ___ next Thursday. Are you free ___ Thursday?
- 12) I received a lot of presents ___ my birthday.
- 13) Leonardo da Vinci lived and worked ___ the Middle Ages.
- 14) ___ every day he got up early ___ the morning and went to bed late ___ night.
- 15) ___ the 19th century many people died of cholera and smallpox.

Task 5. *Open the brackets and use the comparative form of the adjectives and adverbs.*

- 1) This exercise is (simple) than that one.
- 2) Why are you talking? Please be (quiet).
- 3) New districts of Moscow are (beautiful) than the old ones.
- 4) He is (clever) than his brother.
- 5) My (old) sister is 4 years (old) than me.
- 6) There are (many) customers on Saturdays than on weekdays.
- 7) Are expensive things (good) than cheap ones?
- 8) Is English grammar (difficult) than Russian grammar?
- 9) He has made (few) mistakes than yesterday.
- 10) She had to give us (far) information though she didn't want to.

Task 6. *Remember Present Perfect tense. Insert the following markers in the correct place (ever, never, for, since, already, just, yet).*

- 1) He's worked there many years, 1986, I believe.
- 2) I have loved anyone as much as I love you.
- 3) We've known Paul two years. Have you met him?
- 4) I've known him we went to school together, but I've met his parents.
- 5) We have sold two hundred tickets and there is still a month to go before the concert.
- 6) Have you thought of learning to fly?
- 7) I have received my exam result. It came ten minutes ago.

Task 7. *Translate into English paying attention to the articles.*

- 1) Был холодный и ветреный (windy) день.
- 2) Она нашла такую хорошую методику для проведения эксперимента.
- 3) Погода плохая. Ночь была очень холодная. Я не хочу идти в лабораторию в такую холодную погоду. Но нужно доделать начатый анализ.
- 4) Человек открыл инсулин много лет назад.
- 5) Это неожиданная новость.
- 6) Он обладает обширными знаниями в области медицины.
- 7) Пушино – известный научный центр в России.

Task 8. *Open the brackets and use the comparative form or the superlative form of the adjectives and adverbs.*

1. After losing weight fat cells have to work (hard) to extract fat from the bloodstream.
2. Eating fish every week may keep our brain (much) active during our older years.
3. People who rarely eat fish have a (fast) decline in their thinking.
4. Adults who skip breakfast are (little) mentally and physically efficient for longer periods during the day.
5. Eating breakfast can raise metabolism by as (much, many) as 10 percent.
6. Eating a (big) meal in the morning and a (small) meal at night optimizes your daily energy levels.
7. There are (much, many) and (much, many) children who are extremely overweight or even obese.
8. Some British schools are running competitions for (healthy) class of the week to help their pupils make the right food choices.
9. Fast food makes you fat, that is why Americans are (fat) people in the world.
10. Some people count the number of calories they eat every day, so that they can try to take in (few) calories and lose weight.

Task 9. *Use the verbs in brackets in the given tense forms.*

1. The students (*to take*) part in that experiment. (*Past Simple*)
2. Biological industry (*to produce*) various drugs and preparations to protect animals from harmful conditions of environment. (*Present Perfect*)
3. Agriculture (*to supply*) the necessary raw materials for light industries which produce large quantities of consumer goods. (*Present Simple*)
4. They (*to discuss*) the results of chemical reactions. (*Present Continuous*)
 5. He (*to finish*) the experiments by the end of the month. (*Future Perfect*)
 6. The students (*to read*) the text when the teacher came in. (*Past Continuous*)
 7. Agriculture (*to play*) an important role in the development of our country. (*Present Simple*)

Task 10. *The Preposition. Fill in the blanks with the prepositions of time in, on, at where necessary.*

- 1) I usually finish work early ___ Friday. I don't work ___ the weekend.
- 2) Let's meet ___ five ___ Sunday, July 14. 3) I am busy ___ the moment. Come ___ ten minutes' time, please.
- 4) There was a boat race in Southampton ___ Easter Day. A lot of people usually come there ___ Easter to see the race.

- 5) Can you imagine what the world will be ____ the year 2100?
- 6) When will you have your holiday, ____ winter or ____ summer? — I'll have it late ____ August.
- 7) We started the off ____ midnight and reached the place of destination ____ twelve hours ____ noon.
- 8) I was in France in 1997. ____ that time I was working as a waiter in a small cafe.
- 9) ____ the age of sixteen he left his parents' house.
- 10) ____ her wedding day she got up ____ dawn.
- 11) You must come and start doing electrophoresis ____ next Thursday. Are you free ____ Thursday?
- 12) I received a lot of presents ____ my birthday.
- 13) Leonardo da Vinci lived and worked ____ the Middle Ages.
- 14) ____ every day he got up early ____ the morning and went to bed late ____ night.
- 15) ____ the 19th century many people died of cholera and smallpox.

Task 11. Complete the sentences with the prepositions: *about; at; for; into; of; on; to; with*

1. Thank you _____ coming all this way.
2. I've divided my presentation _____ three parts.
3. First of all, I'll give you an overview _____ our financial situation.
4. First, we'll be looking _____ the company's sales in the last two quarters.
5. In the first part of my presentation I'll focus _____ the current project status.
6. Point one deals _____ new regulations for Internet use.
7. Secondly, I'll talk _____ our investment in office technology.
8. After that I'll move on _____ the next point.

Task 12. Open the brackets and use the comparative form of the adjectives and adverbs.

- 1) This exercise is (simple) than that one.
- 2) Why are you talking? Please be (quiet).
- 3) New districts of Moscow are (beautiful) than the old ones.
- 4) He is (clever) than his brother.
- 5) My (old) sister is 4 years (old) than me.
- 6) There are (many) customers on Saturdays than on weekdays.
- 7) Are expensive things (good) than cheap ones?
- 8) Is English grammar (difficult) than Russian grammar?
- 9) He has made (few) mistakes than yesterday.
- 10) She had to give us (far) information though she didn't want to.

Task 13. Open the brackets and use the comparative form or the superlative form of the adjectives and adverbs.

1. After losing weight fat cells have to work (hard) to extract fat from the bloodstream.
2. Eating fish every week may keep our brain (much) active during our older years.
3. People who rarely eat fish have a (fast) decline in their thinking.
4. Adults who skip breakfast are (little) mentally and physically efficient for longer periods during the day.
5. Eating breakfast can raise metabolism by as (much, many) as 10 percent.
6. Eating a (big) meal in the morning and a (small) meal at night optimizes your daily energy levels.
7. There are (much, many) and (much, many) children who are extremely overweight or even obese.

8. Some British schools are running competitions for (healthy) class of the week to help their pupils make the right food choices.
9. Fast food makes you fat, that is why Americans are (fat) people in the world.
10. Some people count the number of calories they eat every day, so that they can try to take in (few) calories and lose weight.

Task 14. *Fill in the gaps with much, many, a number of, (a) few, (a) little.*

1. ... viruses have been completely investigated.
2. The nurse took ... blood for examination.
3. Are there ... transitory infections?
4. ... samples were used during that experiment.
5. They have ... information about these phenomena.
6. There is still ... hope that there will be some positive results.
7. There isn't ... air in the room.
8. ... bacteria are our friends.
9. There are not ... cloned sheep.
10. ... people entering the field of biology become specialized in a particular area.

Task 15. *Define if the verb tenses in these sentences are correct.*

- 1) He had been sitting here for 40 minutes when the telephone rang.
- 2) I had tried to get him on the phone all day.
- 3) When Sarah arrived at the party, Paul had been already going home.
- 4) When we got back the babysitter had gone home.
- 5) Tom had done his homework for an hour when his friend came to see him.
- 6) They had hoped to get the summit but Travers fell ill at base camp.
- 7) When we got home last night, we found that somebody had been breaking into the flat.
- 8) At eight in the morning we had been driving for six hours.

Task 16. *Open the brackets and put the verbs into the Future Indefinite, the Future Perfect, the Present Indefinite or the Present Perfect Tense.*

- 1) By 8 o'clock they (have) dinner.
- 2) By the end of the week he (finish) the translation.
- 3) Before you (come) I (do) all the work.
- 4) She (look) through the article by 12 o'clock.
- 5) They (receive) our letter by Monday.
- 6) By the time we (get) to the forest the rain (stop).
- 7) I think he (answer) the letter by this time.
- 8) We (begin) to work after we (read) all the instructions.
- 9) We (not do) anything until he (take) necessary steps.
- 10) The committee (prepare) the plan by tomorrow.
- 11) I suppose when my letter (reach) you I already (return) from your voyage.
- 12) He (pass) an exam after he (learn) all the material.
- 13) I am afraid they (not discuss) all the questions by the time they (come).
- 14) We (not be able) to start the experiment before we (obtain) the necessary data.
- 15) The secretary already (look) through all the papers before the boss (come).
- 16) My train (leave) by the time you (come) to the station.

Task 17. *Open the brackets and use the Future Perfect Continuous Tense.*

- 1) They already (rehearse) for an hour when we come.
- 2) I (work) in this company for 10 years next April.
- 3) By next year he (writing) the novel for three years.
- 4) The thieves are sure that they (drive) for 6 hours when the police discover the robbery in the morning.
- 5) They (study) for 3 hours when you come.

Task 18. *Tenses revision. Choose the correct tense.*

1. Мой друг читает статью с тех пор, как он пришел из университета.
2. Она уже вернулась с конференции.
3. Вчера в десять часов вечера я проводил исследование по электрофорезу.
4. Я переведу все статьи к десяти часам.
5. Я жила в Санкт-Петербурге, прежде чем переехать в Иркутск.
6. До нашего приезда два дня шел сильный снег.
7. Студенты обсудят этот вопрос, до того как вы придете.
8. К концу этого месяца я буду жить в Москве уже пять лет.
9. Мы уже два года живем в новой квартире.
10. Завтра в пять часов я буду делать анализ крови.
11. Он пересек улицу и пошел по направлению к парку.
12. Он проспал всю дорогу, поэтому он чувствовал себя бодрым и отдохнувшим, когда он приехал.
13. Мой брат только что вернулся из Америки. – Здорово, мы пригласим его на нашу вечеринку.
14. Наш самолёт улетит в 14.00.
15. Когда я вошел, они сидели за столом. Родители смотрели телевизор, Кэйт вязала, остальные читали.

Task 19. *Identify passive structures followed by a preposition and give Russian equivalents.*

1. This method has been referred to in an earlier paper.
2. I do not think this instrument can be relied upon.
3. The data cannot be accounted for by the existing theory.
4. This theory has been referred to as the "big bang" theory.
5. The best treatment of this syndrome is generally agreed upon.
6. Rapid development of chemical technology has been called for by the needs of the national economy.
7. The prolongation of life may be thought of as a feat of endurance rather than a race against time.

Task 20. *Convert the sentences from Active into Passive Voice like in the example.*

Example: We investigated the structure of the atom. The structure of the atom (the atom structure) was investigated.

1. The authors developed some theoretical models.
2. We found an approach to the problem.
3. The investigation deals with the problem of robots design.
4. The author has analyzed the material obtained.
5. The paper considered a series of standard programs.
6. The author gives the data which are concerned with computer design.

Task 21. *Open the brackets, using the correct form of the verb (Active or Passive).*

1. Your health and general wellbeing (to be) very much (to determine) by what you eat.

2. Few people realize how closely their health (to link) to what they eat.
3. Smoking (to ban) in most public places because everyone agrees it does harm to our health.
4. People (to encourage) to eat less fat and more fibre.
5. Food (to define) as any substance eaten to provide nutritional support to the body.
6. Whether you (to affect) by any diseases or not, eating healthily will most certainly help you feel better.
7. We believe that regularity in life (to promote) our health.
8. The specialist (to give) a large amount of preparatory work by his chief engineer.
9. The work (to give) to a study group two months ago.
10. The chief engineer explained the main goal of the project that (to give) the study group.
11. Some questions about effective land use (to answer) by a sound land use plan.
12. Both existing and future interconnections of a group of agricultural enterprises (must take) into consideration by the land use planners.
13. When the planner knows the size of the livestock farm the acreage of pasture or grassland (to consider) in the project.

Task 22. *Translate the predicate in the sentences, put the appropriate form of the verb given in brackets like in the example. Mind the sentence structure.*

Example:

Были получены (проанализированы) the results of the experiment (Past Ind.)

The results of the experiment were analyzed.

1. Изучалась (была проанализирована) the fine structure of films (Past Ind.).
2. Рассматривается (проверяется его пригодность) a new method of integrating the equations (Pr. Ind.).
3. Исследуется (подробно) the development cycle of the phenomenon (Pr. Ind.).
4. Изучены blocking effects in scattering the particles (Pr. Perf.).
5. Обсуждается the electron creation rate (Pr. Ind.).
6. Был описан the design of this radio apparatus (Past. Ind.).
7. Рассматривается (учитывается весь процесс) the role of the changed conditions (Pr. Ind.).
8. Уже обсуждался (был проанализирован) the method of integrating the equation (Pr. Perf.).
9. Определяется (путем оценки) the shift of the energy Isvels (Pr. Ind.).
10. Была найдена (вычислена) the electron generation rate (Pr. Perf.).

Task 23. *Give English equivalents of the italicized part of the sentences, using passive structures and the verbs: to affect, to allow, to attend, to develop, to deal with, to face, to follow, to make use of, to refer to.*

1. За докладом последовала бурная дискуссия.
2. На скорость реакции влияет множество других факторов.
3. Этот вопрос будет подробно рассмотрен в главе III.
4. На этой стадии мы столкнулись с новыми трудностями.
5. Ему не дали возможности закончить эту работу.
6. В последнее время эта теория часто упоминается во многих статьях.
7. Семинар, на котором присутствовало всего 5 человек, прошел вяло и неинтересно.
8. Для того чтобы преодолеть эти недостатки, использовали новую методику, специально разработанную для данного эксперимента.

Task 24. *Translate into English.*

1. Проблема была впервые поставлена (осознана) в XVIII веке.
2. Предполагается, что полученные расчетные данные были проверены экспериментально.
3. Теория была принята большинством ученых после того, как были получены новые доказательства в ее поддержку.
4. (В статье) представлены новые данные относительно механизма этого процесса.
5. Это расхождение можно объяснить разными методиками измерения.
6. (В работе) использован новый метод расчета этого параметра и предложена новая модель процесса.
7. Особое внимание уделено сравнению экспериментально полученных результатов с результатами, предсказанными теоретически.
8. В лаборатории установлено новое оборудование.

Task 25. *Open the brackets putting active or passive voice (non-perfect form) of the gerund.*

Example: I like (to laugh) laughing. I hate (to laugh) being laughed at.

1. Why do you avoid (to see) me?
2. He tried to avoid (to see).
3. We insist on (to send) him there at once.
4. He insists on (to send) there instead of me.
5. Do you mind (to examine) the first?
6. He showed no sign of (to know) them.
7. She showed no sign of (to impress).
8. He had the most irritating habit of (to joke) at the wrong moment.
9. I was annoyed at (to interrupt) every other moment.
10. He hated (to remind) people of their duties or (to remind) of his.
11. On (to introduce) they easily fell to (to talk).
12. In (to discuss) the problem they touched upon some very interesting items.
13. The equipment must go through a number of tests before (to install).
14. The operator can set the machine in motion by (to push) the button or (to press) the pedal.
15. The water requires (to filter).
16. The matter is not worth (to speak of).

Task 26. *Open the brackets; use the Passive Voice.*

1. The letter about the result of experiment (to send) yesterday.
2. Various medical tests (to perform) already by the students.
3. In this occupation most workers (to call) technicians.
4. Samples for laboratory examinations (to prepare) at this moment.
5. Newly admitted animals (to vaccinate) usually by veterinary technologists.
6. This problem not (to discuss) in the class.
7. Yesterday an ill cat (to examine) by a veterinarian.
8. Special attention (to pay) to the transplantation of organs.
9. The experiment (to finish) by the scientists tomorrow.
10. The veterinarians (to train) at the Veterinary Department next year.

Task 27. *Choose the correct form of the Passive Voice.*

1. The pet's condition ... with its owner now.
 - a) was discussed;
 - b) is discussed;
 - c) is being discussed.
2. By the end of the year our experiments ...
 - a) was finished;
 - b) will have been finished;
 - c) is being finished.
3. Veterinary work ... at the poultry farm last year.
 - a) was organized;
 - b) were organized;
 - c) is being organized.

4. The students ... a new method of infectious disease control tomorrow.
 - a) was shown;
 - b) have been shown;
 - c) will be shown.
5. The farmers ... by this veterinarian.
 - a) are often helped;
 - b) is often helped;
 - c) are being helped.
6. The experiments ... at the last lesson by the students.
 - a) are conducted;
 - b) were conducted;
 - c) was conducted.

Task 28. *Open the brackets using the verbs in Passive Voice:*

1. Enough food for all the people (can grow) if there is sufficient good soil for crops to produce high yields
2. An increase in the yield of grain and other crops (to ensure) by a number of factors.
3. Field work already (to mechanize) to a very high degree.
4. Depending upon the field of application crops (to subdivide) into food crops, feed crops, industrial crops and vegetables.
5. Vegetables (to grow) everywhere where the climate is most favourable for these crops.
6. Industrial crops also widely (to cultivate) by the farmers.

Task 29. *Translate into English using the Passive Voice.*

- 1) К сожалению, на конференции такие вопросы не затрагивались (touch upon).
- 2) Кто вам сказал, что соглашение (agreement) подписано?
- 3) Здесь говорят только на английском.
- 4) Ей разрешили заниматься спортом.
- 5) Посетителей принимают каждый день.
- 6) На нашей улице строят новый кинотеатр.
- 7) Мне еще ничего об этом не говорили.
- 8) Это здание было только что построено, когда мы приехали сюда.
- 9) К вечеру работа была закончена.
- 10) Когда мы вернулись, они рассказали много интересных новостей.

Task 30. *Substitute the proper English words from the list below for the Russian words in brackets.*

1. His research (привело к установлению) a new principle.
2. The success of the space research program (явился результатом соединения) the latest achievements in science and technology.
3. Using modern installations and techniques the scientists (удалось решить) a complicated engineering problem.
4. Pure science (стремится постичь) the laws of the material world.
5. Traditionally chemists (занимались измерениями) the properties of matter and (анализом) the reactions by which some chemical substances are transformed into others.
6. A quantum chemist (интересует построение) adequate mathematical models of atomic and molecular structures.
7. Prof. E. was the first to see the advantages of the new approach and (настаивал на использовании) it to interpret the results.
8. Adequate theories often (избавляли ученых от проведения) many useless experiments.
9. This group of engineers (ответственна за модернизацию) the laboratory equipment.
10. The advent of electronic computers (способствовало освобождению) man's brain from the labour of measurement and computation.

to aid in freeing; to aim at understanding; to be concerned with measuring and analysing; to be interested in constructing; to be responsible for modernizing; to insist on making use of; to prevent scientists from making; to result from combining; to result in establishing; to succeed in working out.

Task 31. *Translate the following sentences into Russian paying attention to modal verbs.*

A.

1. Forces can exist without motion, but motion is almost invariably associated with a force.
2. We cannot apply Newton's Third Law of Motion to a force acting at a distance.
3. A robot must obey the orders that are given by human beings.
4. They had to know the mechanical properties of a new alloy.
5. In order for a robot to carry out a particular task it has to be given a program, a list of instructions which are to be stored in its computer memory.
6. To convert chemical energy into electrical one we must make use of an electric cell.
7. We have to use an insulator to prevent electrical loss.
8. A machine will be able to do this work in a much shorter time.

B.

1. Heat may be converted into mechanical energy.
2. Newton's Third Law of Motion cannot be applied to a force acting at a distance.
3. Brakes must be applied to stop a train in case of emergency.
4. Therefore, the entire technological and economic effect has to be evaluated.
5. The individual recommendations should not be viewed separately.
6. Radiation may, however, be transmitted through any medium that does not absorb it.
7. An opposing force must be applied to stop a moving body.
8. The flow of electrical charge can be used to great advantage for power distribution because power can be generated wherever suitable and used wherever required, even hundreds of kilometers away from the point of generation.

C.

1. He might have known that the weight of a body is usually denoted by the letter "P".
2. One of the most interesting applications of these machines may have been in underwater work.
3. This plant must have been put in operation long ago.
4. He couldn't have broken the instrument during the experiment.
5. He couldn't have known that light and radio waves are of a similar nature.
6. All the preparations must have been completed long ago.
7. They must have paid more attention to the problem of corrosive wear.
8. Every postgraduate has to write abstract of thesis before the thesis. The abstract of thesis is published or presented online.

Task 32. *Translate into English using modal verbs.*

- 1) Тебе следовало позвонить ему вчера.
- 2) Ему не следовало говорить с ней таким тоном (tone). Его тон, должно быть, и обидел (hurt) ее.
- 3) Это должно было произойти. Всем известна его забывчивость (forgetfulness).
- 4) Она должна была выяснить все до того, как начинать работу. Теперь ей нужно многое переделывать.
- 5) Ей следовало принести все документы давным-давно. Теперь слишком поздно.
- 6) Детям нельзя смотреть фильмы ужасов.
- 7) Мне их проводить (see off)? — Нет, не нужно. Мне придется сделать это самому.
- 8) В чужой стране необходимо приспособливаться (adapt oneself) к новым условиям жизни.
- 9) Зря ты купил это пальто.
- 10) Мы, должно быть, не заметили его в этой толпе (crowd).

- 11) Нам не надо было спешить, поэтому мы решили пойти пешком.
- 12) Почему я должен это делать?

Task 33. *Read the text. Substitute the proper English modal verbs for the Russian words in brackets.*

Those who wish to become students at the university (обязаны) take their entrance examinations. Recruitment of students to the university follows certain procedures which no one (разрешено) ignore. If a perspective student is ill and (не в состоянии) appear before the examination board he (надлежит) present a medical certificate to this effect, in which case the examination (приходится) be postponed. Another rule is that no student (не должен) be late for his examination. Also, students (не должны) argue with the examination board, although this is not a regular rule, but rather wise advice. However, whether they strictly observe the rules or not, there are always people who (могут) fail in their examinations and those who (обычно) succeed. This (всегда была и будет) be the situation at all times.

Task 34. *Translate into English using modal verbs.*

- 1) Тебе следовало позвонить ему вчера.
- 2) Ему не следовало говорить с ней таким тоном (tone). Его тон, должно быть, и обидел (hurt) ее.
- 3) Это должно было произойти. Всем известна его забывчивость (forgetfulness).
- 4) Она должна была выяснить все до того, как начинать работу. Теперь ей нужно многое переделывать.
- 5) Ей следовало принести все документы давным-давно. Теперь слишком поздно.
- 6) Детям нельзя смотреть фильмы ужасов.
- 7) Мне их проводить (see off)? — Нет, не нужно. Мне придется сделать это самому.
- 8) В чужой стране необходимо приспособливаться (adapt oneself) к новым условиям жизни.
- 9) Зря ты купил это пальто.
- 10) Мы, должно быть, не заметили его в этой толпе (crowd).
- 11) Нам не надо было спешить, поэтому мы решили пойти пешком.
- 12) Почему я должен это делать?

Task 35. *Chose the necessary form of Participle I or Participle II.*

1. The girl (writing, written) on the blackboard is our best pupil.
2. We listened to the girls (singing, sung) Russian folk songs.
3. The girl (washing, washed) the floor is my sister.
4. Who is that boy (doing, done) his homework at that table?
5. The house (surrounding, surrounded) by tall trees is very beautiful.
6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?
16. The book (writing, written) by this scientist is very interesting.
17. Translate the words (writing, written) on the blackboard.
18. We could not see the sun (covering, covered) by dark clouds.

19. The (losing, lost) book was found at last.
20. (Going, gone) along the street, I met Mary and Ann.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.
26. Everything (writing, written) here is quite right.
27. We listened to the Russian folk songs (singing, sung) by the girls.
28. The floor (washing, washed) by Helen looked very clean.
29. The exercises (doing, done) by the pupils were easy.
30. The wall (surrounding, surrounded) the house was very high.

Task 36. *Translate different forms of the participle.*

Приносящий, принесенный, принося, принеся, переводящий, переведенный, переводя, переведа, давая, написав, читающий, берущий, данный, прочитав, сделанный, пьющий, сказанный, будучи потерянным, нарисовав, написавший, делая, взятый, взяв, рисуя, выпитый, сделав, идя, пишуший, прочитанный, дав, рисующий, делающий, нарисованный, выпив, говорящий, беря, написанный, читая, идущий, дающий, сказав, сидевший, посмотрев, будучи забыт, строящий, строящийся, играя, поиграв, рассказанный, рассказавший, видя, принесший, будучи принесенным, построенный, продав.

Task 37. *Translate sentences into Russian paying attention to "Complex Object" infinitive constructions.*

1. He heard the bell ring.
2. I saw my dreams come true.
3. You surely don't expect me to do all that work in one day, do you?
4. They watched the temperature rise gradually.
5. Dr. Messy believes the data to be reliable.
6. The experiment proved the substance to be a semiconductor.
7. Experiments have proved the pressure of a gas at fixed temperature to depend on its concentration.
8. We have thought this law to hold only for gases which are under normal conditions.
9. One may safely expect this prediction to be quite reliable.
10. On assuming the body with the mass m to be acted upon by force f , let us calculate the acceleration.
11. It is possible to observe the volume of a given mass of a gas to decrease as the temperature decreases.
12. Examination with X-rays has shown the halogens even in the solid state to possess diatomic molecules.

Task 38. *Translate sentences into Russian paying attention to "Complex Subject" infinitive constructions.*

1. He is said to have graduated from Oxford University.
2. This scientist is known to be keeping in touch with the latest developments in his field of research.
3. The story may appear to be oversimplified.
4. They seem to have taken advantage of the favorable condition.
5. He is sure to argue about it.
6. The work is likely to contribute to the solution of the problem.

7. I was not able to write my test. It proved to be too difficult.
8. The experiment turned out to be more time taking than could be expected.
9. The guests are likely to arrive soon.
10. He chanced to observe an unusual effect.
11. They seem to have applied strong ionization.
12. The people from the Institute of Optics are known to work hard at a new device.
13. The new method is believed to have given good results.
14. All students are supposed to know Newton's laws of mechanics.
15. The result is expected to agree with theoretical predictions.

Task 39. *Study the Gerund. Complete the following sentences using gerunds.*

- 1) (Be) free and alone is a good thing if you are tired of big cities.
- 2) (Find) you here was a quite a surprise.
- 3) If this is what you intend (ask) me, stop (waste) your time.
- 4) They kept on (talk) though the band began (play).
- 5) Everyone enjoyed (swim) in the river.
- 6) My watch needs (repair).
- 7) He never mentioned (live) in Prague.
- 8) He does not seem to mind (air) the room.
- 9) Just imagine (go) there together!
- 10) Don't put of (do) it now. If you postpone (receive) a visa again, you will miss an excellent opportunity of (go) there.

Task 40. *Translate into English using gerunds where possible.*

- 1) Этот фильм стоит посмотреть. Вам не сможет не понравиться прекрасная игра (performance) актеров.
- 2) Было невозможно достать билет, и ему пришлось отказаться от мысли послушать знаменитого пианиста.
- 3) Не отвечая на приветствия, он быстро прошел в зал.
- 4) Он намеревался начать свое расследование (investigation) с осмотра сада.
- 5) Он терпеть не может, когда его хвалят.

Task 41. *Study the Participle. Find the difference between Participles I and II. Open the brackets and fill in with the proper participle.*

- 1) He fell asleep (exhaust) by the journey.
- 2) She entered the dining room (accompany) by her husband and her father.
- 3) A snake (sleep) in the grass will bite if anyone treads upon it.
- 4) (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand.
- 5) It was a bright Sunday morning of early summer (promise) heat.
- 6) When I came home, I found the table (lay).
- 7) (Judge) by the color of the sun it should be windy tomorrow.
- 8) (Arrive) at a big seaport, I started to look for a job.
- 9) He had received an urgent message (ask) him to telephone Sir Matthew.
- 10) He looked at groups of young girls (walk) arm in arm.
- 11) In the wood they sat down on a (fall) tree.
- 12) (See) from the hill the city looks magnificent.
- 13) (Not know) where to go he turned to a passer-by.
- 14) (Lock) in her room she threw a fit.
- 15) (Address) the parcel, I went out at once to post it.

Task 42. *Open the brackets using the Complex Object.*

Example: We watched (he, to create) *him creating* magnificent complicated designs.

1. We knew (he, to win) _____ many awards and prizes in the field of floristry.
2. Do you suppose (he, to write) _____ a lot of inspirational books on floral art?
3. Everybody noticed (he, to become) the centre of the media's attention during his showcase.
4. They expect (she, to demonstrate) _____ her defining style.
5. They believe (we, to turn) _____ the drabest space into an unforgettable event.
6. I saw (she, to build) _____ fairy castles from twigs and petals
7. He encouraged (she, to be) _____ a floral craftsmanship instructor.
8. I want (they, to reflect) in the fleeting beauty of flowers.

Task 43. Remember the use and forms of the Infinitive. Open the brackets and choose the Infinitive in the Active or Passive Voice.

- 1) They are glad (invite/be invited) to the party.
- 2) I don't like (interrupt/be interrupted).
- 3) He will be happy (see/be seen) you.
- 4) I was glad (meet/be met) at the station.
- 5) Children like (tell/be told) tales and always (listen/be listened) to them with interest.
- 6) I did not think (interrupt/be interrupted) you.
- 7) He is glad (send/be sent) abroad.
- 8) He likes (ask/be asked) his professor questions.
- 9) He does not like (ask/be asked) questions because he does not know how to answer them.
- 10) Be careful with him. He is a very resentful person. He can't bear (joke/be joked at).
- 11) He does not like (laugh/be laughed) at other people.
- 12) Look, a ship can (see/be seen) in the distance. Can you (see/be seen) it?

Task 44. Study the Complex Object. Open the brackets and use the Complex Object.

Example: He expected (they, arrive) at 5. — He expected them to arrive at 5.

- 1) Do you want (they, stay) at the hotel or with us?
- 2) I'd like (the professor, look through) my report.
- 3) Do you want (I, show) you the sights of the city?
- 4) We expect (he, arrange) everything by the time we come.
- 5) I want (she, tell) me the news in brief.
- 6) He expected (the meeting, hold) in the Red Room.
- 7) I would like (they, fix) an appointment for me for Tuesday.
- 8) We want (she, introduce) us to the president.
- 9) I don't want (they, be late) for dinner.
- 10) He expected (she, invite) to the party by the Smiths.
- 11) I'd like (the dress, buy) by Saturday.
- 12) I don't want (she, treat) like Alice.
- 13) We considered (he, be) an honest person.
- 14) I don't like (she, prevent) me from doing it.
- 15) I suspect (he, help) by her.

Task 45. Translate into English using the Complex Object.

- 1) Я не ожидал, что этот полицейский будет таким невежливым (impolite) человеком.
- 2) Мы бы хотели, чтобы вы доставили (deliver) товары к концу июня.
- 3) Я ожидал, что ее пригласят туда.
- 4) Они не ожидали, что его спросят об этом.
- 5) Я слышал, как его имя несколько раз упоминалось на собрании.
- 6) Он не заметил, как мы подошли к нему.
- 7) Вы видели, как они над чем-то смеялись?

- 8) Мы не ожидали, что об этом объявят (announce) по радио.
- 9) Мне бы хотелось, чтобы она сказала нам, что она будет делать сегодня вечером.
- 10) Я думаю, что сегодня вы услышите, как она поет.
- 11) Когда он услышал, что его сын плачет, он встал и пошел в детскую комнату (nursery).
- 12) Я бы хотел, чтобы никто не брал мои вещи.

Task 46. *Study the Complex Subject. Open the brackets and use the Complex Subject.*

Example: He is thought (study) now. — He is thought to be studying now.

- 1) He is considered (be) a good musician.
- 2) They are thought (go away) some days ago.
- 3) James is expected (make) a report next Wednesday.
- 4) Steve is known (help) them to solve a problem when they were in trouble.
- 5) Mozart is known (compose) a lot of wonderful pieces of music.
- 6) The film is considered (be) the worst of the year.
- 7) She is supposed (work) in the laboratory from 2 to 6 p.m. tomorrow.
- 8) They are known (make) a new discovery a month ago.
- 9) He is expected (manage) the business himself.
- 10) He is said (be) at the customs office now.

Task 47. *Translate into English using the Complex Subject.*

- 1) Стивен обязательно выиграет эту игру.
- 2) Известно, что Питер уехал в Осло.
- 3) Предполагают, что президент выступит на конференции.
- 4) Эту пьесу считают самой интересной в театре.
- 5) Кажется, она готовит яблочный пирог (apple pie). Пахнет очень вкусно.
- 6) Боб, наверное, нам поможет. — Он наверняка нам поможет.
- 7) Полагают, что они уехали вчера.
- 8) По-видимому, переговоры (talks) закончатся завтра.
- 9) Полагают, что эта работа была выполнена успешно.
- 10) Вряд ли этот факт имеет большое значение (be of great importance).
- 11) Это, вероятно, случится, если ветер не переменится.
- 12) Говорят, что делегаты на конференцию уже приехали.
- 13) Известно, что этот комитет был создан несколько лет тому назад.
- 14) Он, по-видимому, пишет новую книгу.
- 15) Предполагают, что они смогут решить этот вопрос тотчас же.
- 16) Известно, что Джек Лондон написал много прекрасных книг.

ЗАДАНИЯ ДЛЯ ИТОГОВОГО КОНТРОЛЯ ПО ДИСЦИПЛИНЕ

Task 1. *Think of an English variant of the words in brackets, and then translate the sentences into Russian.*

1. Scientific fields are commonly divided into two major groups: (естественные науки), which study (природные явления) and (социальные науки), which study (поведение человека) and societies.
2. These are (эмпирические науки), which mean the knowledge must be based on observable phenomena and capable of being tested for its (достоверность) by other researchers working under the (те же самые условия).
3. (Научные общества) for the communication and (продвижение) of (научная мысль) and (проведение опытов) have existed since the Renaissance period.
4. There is an enormous range of (научная литература).

5. (Научные журналы) communicate and (документировать) the (результаты) of researches carried out in universities and various other (исследовательские учреждения), serving as an (архивный документ) of science.

6. Most scientific journals cover a single (научная область) and (публиковать) the (исследование) within that field; the research is normally expressed in the form of a (научная публикация).

Task 2. *Translate the following into English.*

1. Большинство ученых ожидает, что в ближайшие годы молекулярная биология сделает новые успехи. 2. Мы не смогли заставить его согласиться на изменение условий эксперимента. 3. Ваш руководитель хочет, чтобы вы сосредоточили свое внимание на одной задаче. 4. Я не ожидаю, что он извлечет из этого урок. 5. Он всегда первый берется за такие проблемы. 6. Желательно, чтобы эти измерения были проверены до начала новой серии опытов. 7. Мы часто видим, как биологи заимствуют методы не только у физиков, но и у химиков. 8. Мне трудно об этом спорить. 2. Им важно подкрепить теорию дополнительными экспериментальными данными. 3. Физикам важно поддерживать контакт с биологами. 4. Ребенку необходимо учиться на собственном опыте. 5. Нам часто трудно угадать, каким будет будущее. 6. Естественно, что на такой анализ затрачивается около года. 7. Необходимо, чтобы реакция была ускорена. 8. Предположение было слишком неожиданным, чтобы его можно было принять без доказательств. 9. Идеи слишком опережают свое время, чтобы их можно было сразу же принять. 10. Аргументы представляются достаточно разумными, чтоб изменить ход обсуждения. 11. Данных было недостаточно, чтобы внести ясность в эту проблему. 12. Это предложение не так важно, чтобы его рассматривать на сегодняшнем заседании. 13. Для того чтобы соответствовать цели эксперимента, метод должен быть прост. 14. Установить причинно-следственные отношения часто означает решить проблему. 15. Предвидеть будущее невозможно без анализа прошлого. 16. Говоря по правде, все ожидали совершенно других результатов. 17. Сделать выбор часто бывает самым трудным. 18. Чтобы не рисковать, проверьте аппаратуру перед экспериментом ещё раз. 19. Мысль о том, что и ученые и общественность несут ответственность за решение этой проблемы, кажется вполне логичной в настоящее время. 20. Считают, что каждое исследование начинается с постановки ученым проблемы. 21. Ученый получил новые доказательства того, что его гипотеза верна. 22. Цель этой книги - дать обзор последних достижений в этой области исследования. 23. Наша задача заключается в том, чтобы обеспечить условия, наиболее благоприятные для работы. 24. Самое важное - это сосредоточить внимание на одном вопросе. 25. Нам предстоит подкрепить эту интерпретацию новыми экспериментальными данными.

Task 3. *Write a summary one of the articles using information from international journals on your specialty*

http://irgsha.ru/stud/learning/course/index.php?COURSE_ID=27&LESSON_ID=723

Task 4. *Write down a composition: «Personal Qualities and Professional Skills Needed in the Field of My Scientific Work».*

Task 5. *Write a detailed plan of your presentation and prepare a short presentation based on any topic you are interested in. Use visual aids in your presentation.*

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