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Иностранный язык для академического общения: базовый уровень

Учебное пособие

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Предлагаемое учебное пособие предназначено для обучающихся программ аспирантуры очного отделения университета. Целью данного издания является развитие иноязычной коммуникативной компетенции в тесной связи с реалиями научно-исследовательской и профессиональной деятельности. Задания, вошедшие в состав данного пособия, объединяют в себе тексты для чтения, лексические и грамматические упражнения, творческие и командные задания по актуальной для обучающихся тематике: высшее образование в России и за рубежом, научно-исследовательская работа, международная кооперация в академической и научной сферах. Реализация поставленной цели подразумевает решение таких задач, как усвоение необходимого минимума академической и научно-ориентированной лексики, развитие навыков устной и письменной речи, формирование мотивации к изучению иностранного языка, подготовка к сдаче экзаменов кандидатского минимума.

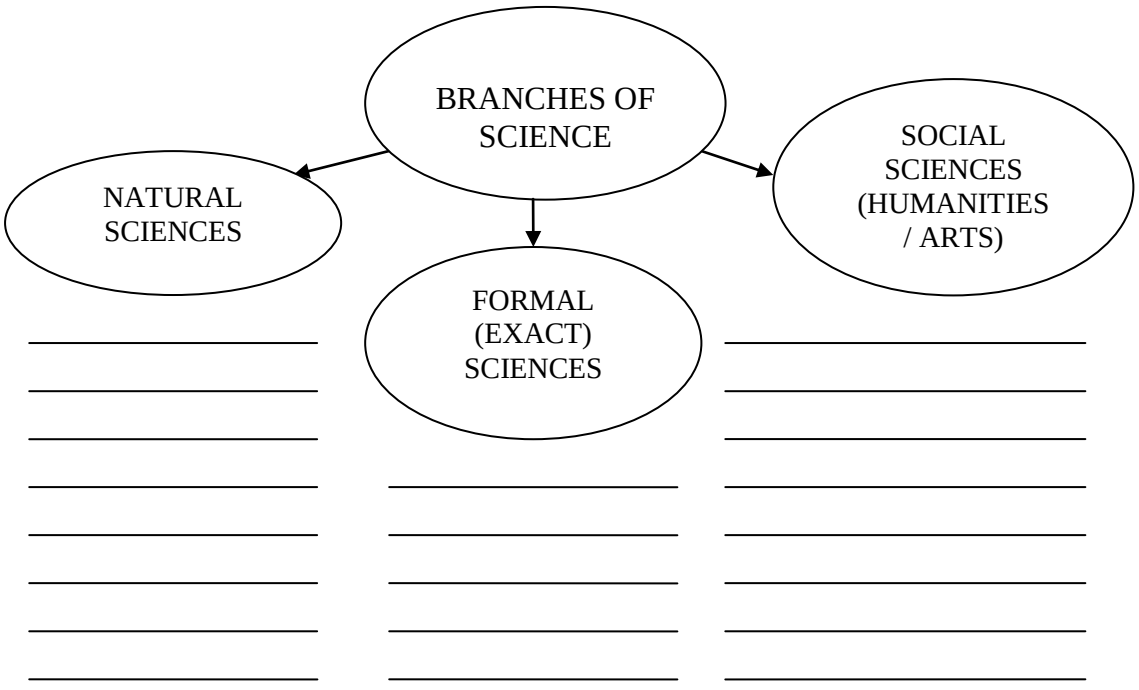
UNIT 1

THE WORLD OF SCIENCE

1. Branches of science

Look at the scheme and distribute the given scientific specializations by branches. Find your speciality or name it if it is not on the list. Mind that some sciences can be at the same time exact and natural.

philology	geography	mathematics	physics
literature	geology	computer science	chemistry
psychology	biology	history	sociology
mechanics	zoology	medicine	botany
philosophy	logic	linguistics	statistics
law	pedagogy		



2. Guessing game

What do these people specialize in? Try to guess.

A) I believe teaching is the love of my life. My father is a history teacher at school and my mother is a kindergarten nurse. I personally intend to make a career at university. No wonder I am interested in the problems of education and up-bringing. These problems have always been very important for the society. There are many

problem children who have difficulties at home and at school, and teachers must find ways to help them adapt to life.

B) I like working with people. The more you watch others, the more you learn about yourself. It is very interesting to analyze people's behavior, motivation, communication. I suppose my branch of science is one of the most important because what we investigate is human mind and soul. A good specialist can help people understand themselves better and solve many problems in their lives. I hope to become a famous scientist and to open my own clinics.

C) Frankly speaking, I have always been interested in technical devices. I asked myself a lot of questions: why is the kettle boiling? how can an airplane fly in the sky? Under the influence of my father, an engineer, I chose this field of science for my future career. Technical progress of recent years makes the topic of my research very important. I intend to investigate the processes that take place in the Large Hadron Collider.

D) Environmental pollution has become a universal problem. Air, water and soil aren't clean anymore. A lot of people suffer from different illnesses because of bad living conditions. But animals and plants suffer more. I hope my research will help to protect the beautiful nature of my country.

3. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

science – наука
scientific – научный
a scientist – учёный

to study – изучать
a study – исследование

research – исследование
to research – исследовать
a researcher – исследователь
to investigate – изучать
an investigation – исследование

to contribute / make a contribution to… - сделать вклад в...

to specialize in... – специализироваться на...
specialization – специализация
special(i)ty – специальность

to work at... – работать над (чем-л.)
to deal with – иметь дело с...

to analyze – анализировать
analysis – анализ

the subject of research – предмет исследования
the object of research – объект исследования
to develop – развивать(ся), разрабатывать
development – развитие

a thesis – диссертация
a scientific degree – учёная степень
the goals/aims/objectives of research – цели, задачи исследования
research methods – методы исследования

observation – наблюдение
an experiment – эксперимент
survey – опрос, анкетирование

to cover the problem of… - освещать проблему
to solve the problem of… - решить проблему

to discover – открыть
a discovery – открытие

a branch of science – отрасль науки
a field of knowledge – отрасль знания
a sphere /an area of… - сфера чего-л.

the society - общество
important - важный
urgent, topical – актуальный
topicality – актуальность
essential, vital – жизненно необходимый

4. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. Mr. Johnson is a famous s_____t.
2. He has made some great d_____ies.
3. He _____s in Chemistry.

4. S_____ce is very i_____t for the d_____t of technology.
5. They use the following methods of r_____: o_____n, e_____ts, s_____eys.
6. I want to write a t_____s in the f_____ of History.
7. His work c_____s the problem of racism in the 19th century America.
8. As a historian, he often d_____s with artifacts and archive documents.
9. I'd like to get a s_____c d_____ in the s_____e of Geography.
10. His r_____h is very u_____t for the s_____ty.
11. He would like to make a c_____n to this a_____a of science.
12. The ob_____e of his st_____y is to s_____ve some e_____l problems of Russian youth.
13. We must an_____e the problem carefully: only deep a_____s will help us to find the solution.
14. The s_____t of her research is the influence of air pollution on the birds of our region.
15. These excavations will give us a chance to inv_____te priceless artifacts.
16. A new chemical element has been d_____red by our re_____rs.
17. Peter hopes to d_____p useful software which will assist his father's scientific i_____n.

5. Speaking.

Continue the sentences about yourself.

a) I specialize in …...….....

b) The sphere of my research is…….....……

c) My speciality is….....…

d) I am interested in the problem of …….....….

e) My research belongs to the field of…….....…….

f) I deal with….....…...……

g) I use the following research methods: …….

h) My research sphere is important for the society, because……

i) The science I'm engaged in is ……. .

One of its topical problems is ……

j) My specialization lies in the field of …….. .

More exactly, it is ……..

k) My area of science is essential for the society, because it provides us with ……..

6. Writing: My area of science

Based on the previous task, write a small essay about your sphere of specialization.

7. Reading for more vocabulary

Study the information about scientific research and take notes on the key notions of research. Which words can you add up to your active vocabulary?

Research Methods: the Key Notions

A key concept relevant to a discussion of research methodology is *validity*. When an individual asks, "Is this study *valid*?", they are questioning the validity of at least one aspect of the study. There are four types of validity that can be discussed in relation to research. Thus, when discussing the validity of a study, one must be specific as to which type of validity is under discussion. Each of the four types of validity will be briefly defined and described below.

Statistical Conclusion Validity. The question that is being asked is - "Are the variables under study related?" or "Is variable A correlated with Variable B?". If a study has good statistical conclusion validity, we should be relatively certain that the answer to these questions is "yes". Examples of problems that would threaten statistical conclusion validity would be random heterogeneity of the research subjects (the subjects represent a diverse group – this increases statistical error) and small sample size (more difficult to find meaningful relationships with a small number of subjects).

Internal Validity. Once it has been determined that the two variables (A & B) are related, the next issue to be determined is one of *causality*. Does A cause B? If a study is lacking internal validity, one cannot make cause and effect statements based on the research. There are many potential threats to internal validity. For example, if a study has a pretest, an experimental treatment, and a follow-up posttest, history is a threat to internal validity. If a difference is found between the pretest and posttest, it might be due to the experimental treatment but it might also be due to any other event that subjects experienced between the two times of testing (for example, a change in weather, etc.).

Construct Validity. One is examining the issue of construct validity when one is asking the questions "Am I really measuring the construct that I want to study?" or "Am I confusing constructs?". For example, if I want to know a particular drug (Variable A) will be effective for treating depression (Variable B), I will need at least one measure of depression. If that measure does not truly reflect depression levels, than my study will be lacking construct validity.

External Validity. External validity addresses the issue of being able to generalize the results of your study to other times, places, and persons. For example, if you conduct a study looking at heart disease in men, can these results be generalized to women? Therefore, one needs to ask the following questions to

determine if a threat to the external validity exists: "Would I find these same results with a difference sample?", "Would I get these same results if I conducted my study in a different setting?", and "Would I get these same results if I had conducted this study in the past or if I redo this study in the future?" If I cannot answer "yes" to each of these questions, then the external validity of my study is threatened.

Types of Research Studies

There are four major classifications of research designs. These include *observational research*, *correlational research*, *true experiments*, and *quasi-experiments*. Each of these will be discussed further below.

Observational research. There are many types of studies which could be defined as observational research including case studies, ethnographic studies, ethological studies. The primary characteristic of each of these types of studies is that phenomena are observed and recorded. Often such studies are *qualitative* in nature. For example, a psychological case study is based on observations and interviews with the client. A detailed report with analysis is written and reported constituting the study of this individual case.

Surveys are often classified as a type of observational research.

Correlational research. In general, correlational research examines the relation between two or more variables. For example, the early research on cigarette smoking examines the correlation of cigarette smoking and lung diseases. These two variables, smoking and lung disease, were found to co-vary together.

Correlational research can be accomplished by a variety of techniques which include the collection of empirical data. Often times, correlational research is considered a type of observational research as nothing is manipulated by the experimenter. For example, the early studies on cigarette smoking did not manipulate how many cigarettes were smoked. The researcher only collected the data on the two variables. Nothing was controlled by the researchers.

Correlational research is often conducted as exploratory or beginning research. Once variables have been identified and defined, experiments can be conducted.

True Experiments. The true experiment is often thought of as a laboratory study. However, this is not always the case. A true experiment is defined as an experiment conducted where an effort is made to control all other variables except the one under study. It is often easier to impose this sort of control in a laboratory setting. Thus, true experiments have often been erroneously identified as laboratory studies.

Every experiment must have at least two groups or objects: an experimental and a control group/object.

Quasi-Experiments. Quasi-experiments are very similar to true experiments but use naturally formed or pre-existing groups. For example, if we wanted to compare young and old subjects on lung capacity, it is impossible to randomly assign subjects to either the young or old group (naturally formed groups). Therefore, this cannot be a true experiment. When one has naturally formed groups, the variable

under study is a subject variable (in this case - age) as opposed to an independent variable.

Quasi-experiments may result from studying the differences between naturally formed groups (ie. young & old; men & women). However, there are also instances when a researcher designs a study as a traditional experiment only to discover that random assignment to groups is restricted by outside factors.

Sample. When conducting research, one must often use a sample as opposed to using the entire population or class of objects. There are at least four major reasons to use samples.

First, it is usually too costly to test the entire population or class of objects. The second reason to sample is that it may be impossible to test the entire population / class. The third reason to sample is that testing the entire population often produces error. Thus, sampling may be more accurate. The final reason to sample is that testing may be destructive. It makes no sense to drug all rats to determine if the new drug has an effect on them. We can get that information from operating on a small sample of rats.

UNIT 2

THE SYSTEM OF HIGHER EDUCATION IN RUSSIA AND ABROAD

1. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

higher education (postsecondary education) – высшее образование
undergraduate study - бакалавриат
an undergraduate (student) – студент программы бакалавриата
graduate study - магистратура
a graduate student – магистрант
a graduate - выпускник
postgraduate study - аспирантура
a postgraduate (student) – аспирант
a Bachelor – бакалавр
a Bachelor of Arts – бакалавр гуманитарных наук (искусств)
a Bachelor of Science – бакалавр точных/естественных наук
a Master (of…) – магистр
a Doctor of Philosophy (Ph.D.) – доктор (степень на Западе, соответствующая кандидатской степени в России)
an Associate (of…) – ассоциат (младшая учёная степень, присваиваемая выпускникам училища на Западе)
community college (junior college) – техникум, училище (2 года обучения)

training – обучение
vocation – профессия, призвание
vocational – профессиональный (связанный с профессией)

to quality – дать квалификацию, аттестовать
qualification – квалификация

to earn a degree – получить степень
to hold a degree – иметь степень
to award a degree – присвоить, присудить степень

to require – требовать
to provide - предоставлять

to complete a programme – закончить программу обучения

2. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. After 4 years of h_____ education you get a _____'s degree.
2. People who start g_____ _____ studies after getting one's B.A. or B.Sc. will get a _____'s degree after two more years.
3. J_____ colleges provide 2 years of p_____-_____y education: they can award only an _____'s degree.
4. Now Pete is 20 years old and he is just a 2nd-year student - an u_____, but in a year he will be a _____ of Arts.
5. P_____-_____te study is usually conducted after 6 years of university education and leads to a serious scientific degree which is called "_____"
6. The first 4 years of university are called u_____ study.
7. His speciality is History, so he's a Master of _____, and his wife is a Mathematician – she's a Bachelor of _____.
8. After you c_____te the pr_____me, you'll be a_____ded a doctoral degree. H_____ng a PhD is very prestigious!
9. V_____ tr_____g at this community college is of high quality: even if you e_____n an As_____'s degree from them, you can easily be transferred to any prestigious university of the country.
10. It r_____s many years and a lot of hard work to be q_____ed as a surgeon.

3. Reading

Study the information about the system of higher education abroad and try to find some <u>similarities</u> and <u>differences</u> compared to the Russian system.

THE INTERNATIONAL SYSTEM OF HIGHER EDUCATION

Universities and community colleges award degrees at varying levels, from associate's degrees to doctoral degrees. When comparing different degrees, students can consider which program best fits their career goals and academic interests.

There are four major categories of degrees available for postsecondary students: associate's, bachelor's, master's and doctoral degrees. Earning one of these degrees can take 2-8 years, depending on the level of the degree and field of study. Graduate-level programs may require students to complete one or more undergraduate programs prior to enrollment.

Associate's Degrees

Associate-level programs offer different degrees for a variety of careers. These 2-year programs may provide the necessary training to prepare students for

entry-level positions in fields like nursing, graphic design and other vocational areas. Associate degree programs are most commonly available from community colleges and technical schools.

Completing an associate degree program may qualify graduates to enter the workforce. Transferable associate degree programs cover the general education requirements needed to continue a student's education at a 4-year university. The most common degrees available at the associate level include the following:

- Associate of Arts (A.A.)
- Associate of Science (A.S.)
- Associate of Applied Science (AAS)

Bachelor's Degrees

A **bachelor's degree program** is an undergraduate program that usually takes four years to complete. Enrolling in a bachelor's degree program requires that students choose a major area of study, such as finance, history, communications or biology. Graduates from a bachelor's degree program are qualified to work in entry or management-level positions, depending on the field. 5

A bachelor's degree is also usually required for admittance into a graduate program. The different types of degrees available in a bachelor's degree program include the following:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.Sc.)
- Bachelor of Fine Arts (BFA)
- Bachelor of Applied Science (BAS)

Master's Degrees

Master's degree programs are graduate programs that let students specialize in an area of study. They typically take 1-2 years to complete. Along with an undergraduate degree, enrolling in a master's degree program usually requires a minimum GPA and an acceptance score on a graduate entrance exam, such as the Graduate Record Examination (GRE). Many master's degree programs require a thesis or capstone project for graduation.

Earning a master's degree may qualify graduates to work in advanced or executive-level positions. A master's degree is also required for entrance into some doctoral programs. Different degree programs available at the master's degree level include the following:

- Master of Arts (M.A.)
- Master of Science (M.Sc.)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)

Doctoral Degrees

Doctoral degree programs, also known as Ph.D. programs, are the most advanced type of degree program available. Admittance into a doctoral degree

program may require individuals to hold a master's degree, although several programs accept candidates who only hold bachelor's degrees. Additional requirements to be accepted into these programs may include submitting standardized test scores and sending in letters of recommendation.

Completing a Ph.D. program usually takes several years, and often involves the completion of a dissertation/thesis and a major research project. Medical-related doctoral programs may have students complete hands-on clinical hours with real patients during the final years of the program.

Ph.D. graduates are qualified to work as experts in areas of business or research, and professors at the postsecondary level. Common types of doctoral degrees include those listed below:

- Doctor of Philosophy (Ph.D.)
- Juris Doctor (J.D.)
- Doctor of Medicine (M.D.)
- Doctor of Dental Surgery (DDS)

While there are many different college level degree options, the four main degree levels include **associate's, bachelor's, master's,** and **doctorate**.

Master's degree programs in North America and Canada

Length of study

Masters' programs vary in length depending on the number of academic credits that must be completed. A 30 credit program can usually be completed in 12 months. Most master's degrees are studied for two years. Some specific professional programs require 60 or more credits for completion (e.g. *Master of Science in Genetic Counseling* at Long Island University).

Teaching and learning

Unlike undergraduate degrees, where you take a broad range of courses in addition to your major, graduate degrees are focused on a specific field of study. Master's degrees are mostly taught programs, as opposed to a graduate research program (called doctorate degrees). You will spend time learning in class. To complete a master's degree you will usually need to submit a 'thesis' – a paper on an extended research project. However, some master's degree programs in North America instead require completion of practical work in a professional setting, under supervision.

Graduate Schools

At master's-level in America and Canada, you study at Graduate School. These are usually departments within a university which provide teaching and resources specifically for graduate students. Master of Business Administration (MBA) students will likely be based in a university's graduate Business School. 161

Popular master's degrees for international students

Universities in the USA and Canada offer a wide choice of graduate programs but some of the most common degree choices for international students are:

- *MBA: Master of Business Administration*

- *Master's in Engineering*
- *Master's in Management*
- *Master's in Tourism and Hospitality*
- *Master's in Computing*
- *Master's in Accounting*
- *MPA: Master of Public Administration*
- *Master's in Nutrition*
- *Master's in Criminal Justice*

4. Who is who at university?

Learn the ranks of teaching staff.

1) Ассистент: teaching assistant
(также instructor, assistant lecturer)

2) Старший преподаватель: assistant professor
(также senior lecturer)
3) Доцент: associate professor (реже – docent)

4) Профессор: (full) professor

5) Декан: dean

6) Ректор: chancellor (гораздо реже – rector)

! The word "professor" may refer to any high-ranking member of faculty, but it isn't used to denote low-ranking staff such as teaching assistants.

5. Top 10 universities abroad

Use the weblink below to watch a video about the World University Ranking 2019 and:
- Make a list of the mentioned institutions;
- Write an interesting fact about each of them.
https://www.youtube.com/watch?v=sDRgbogosiw

UNIT 3

DOING YOUR RESEARCH: THESIS STRUCTURE

1. Warm-Up

Think of advantages and disadvantages of being a post-graduate student. Work in groups and compare your lists.

+	–
1. You can get a scholarship – that's pocket money *2. You can find a job* *3. ……* *4. ……* *5. ……* *6. ……*	*1. It's difficult to have a full-time job, as you need time for studies* *2. ……* *3. ……* *4. ……* *5. ……* 6. ……

2. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

affiliation – принадлежность (в данном случае – место работы, учебы)
contents – содержание
introduction – введение, вступление
conclusion – заключение
chapter – глава
hypothesis – гипотеза
topicality – актуальность
novelty – новизна
reference list (references) – список источников
appendix – приложения
chart – таблица
graph – график
figure – здесь: рисунок, иллюстрация
monograph – монография
article – здесь: статья

3. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. The structure of a thesis is reflected in its _____s.
2. Mary hopes to complete the theoretical_____ of her work by May.
3. The _____ of Paul's research has been justified by his experiments.
4. Every research work must have _____ and _____: ask yourself, "Why is this topic important to study? Has anyone studied it before?". These questions must be answered in the _____ to your thesis.
5. Don't forget to include all the resources you cite in the _____ list. It's better to cite _____s than mere textbooks for students.
6. Mandy decided to have her paper printed in black and white, but the pages with _____s and _____s will be printed in colour.
7. He wants to have his _____ published in this journal next month.
8. This c_____ shows all the details of the group's examination results for this academic year.

4. Speaking

Look through the possible reasons of taking a post-graduate course and choose what fits you (you can add up more of your own reasons to complete the list). Discuss your ideas in the group.

***A)* Academic reasons**

- commitment to science
- interest to the subject
- scientific curiosity
- enjoying studies and student life
- affection for the university
- _____
- _____

***B)* Career reasons**

- intentions for an academic career, love for teaching
- need of a scientific degree for the desired position
- desire to change one's specialization
- usefulness of knowledge and academic skills for the future career
- desire to work at the same university where you spent the years of college life
- _____

- ○ _____

***C)* Other reasons**

- ○ personal ambitions
- ○ ambitions of parents and other relatives
- ○ not knowing what to do after undergraduate and graduate years
- ○ unemployment or being underpaid at work
- ○ no desire to go to the Army
- ○ being not ready to become a 100% adult and change one's lifestyle completely
- ○ _____
- ○ _____

4. Reading.

What is a thesis? Study the text and <u>make a scheme</u> that reflects the structure of a thesis.

BASIC THESIS STRUCTURE IN RUSSIA

The structure of a thesis is quite conventional. You can study some ready examples of papers on the web if you don't know where to start.

To begin with, there must be a front page with its title, the author's name and affiliation. Use the template which is conventional for your educational institution. Then there is the contents page.

After this, the thesis actually begins. There must be a conventionally-structured introduction containing the description of research aims, goals, subject, object, research topicality and novelty, methods used, the hypothesis, and some possible ways of application for the achieved results.

Next, there are two or sometimes three chapters of the thesis (four are possible but very rare). The first chapter is theoretical and contains the analysis of modern scientific literature and the theory, classification, hypothesis proposed by the author. The second chapter – practical – contains the description of the author's methods to prove his/her ideas: archive documents analysis, experiments, observation, etc. The materials studied by the author are structures, analyzed qualitatively and quantitatively, the results are interpreted and summarized.

Finally, there's a conclusion summarizing what has been done and giving an assessment whether the goals and aims have been achieved. And there is the reference list of literature and other resources, which is of great importance. Take care to make it thoroughly and don't forget that every source you use must be mentioned in your thesis.

Sometimes, there can be an appendix with charts, graphs, figures (which are too large to be included into the chapters) and other additional information.

5. Video

Watch a video "How to Structure Your Dissertation" about how a thesis is usually structured in the Western tradition (use the weblink below). Answer the questions.

1) What are the conventional parts? Single out the differences from what you read about in the text about a Master's thesis in Russia.

2) Which parts should be the largest?

3) What is "Acknowledgements?"

4) Which helpful tip does the speaker give about how to get started?

https://www.youtube.com/watch?v=hxSD8VqgS6o&t=68s

6. Are you diligent enough to conduct research?

Answer the questions about scientific literature and other resources you use for reference in your research.

1) How long is your reference list at the moment?

2) What type of publications do you prefer to work with? (monographs, articles, textbooks, web resources)

3) Discuss the advantages and disadvantages of the above-mentioned resources.

4) Do you know any Russian or foreign scientists working in the field of your research?

5) How do you usually get access to scientific literature?

a) I find it in the university or city library;

b) I go to other cities (e.g. Moscow) to bigger libraries;

c) I find everything online on free-to-use sites;

d) I find resources in special online libraries and scientific websites with limited access (my organization or myself have to pay for that);

e) My supervisor gives literature to me.

UNIT 4

INTERNATIONAL ACADEMIC CONFERENCES

1. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

call for papers – приглашение к публикации, приглашение на конференцию
annual – ежегодный
theme – тема
the Humanities – гуманитарные науки
speaker – выступающий, оратор
workshop – семинар, мастер-класс
in-person participation – очное, личное участие
virtual participation – виртуальное (заочное) участие
to submit a proposal – сдать заявку
themed session – тематическая секция
roundtable discussion – круглый стол
poster – постер, тезисы на плакате
exhibit – выставочный экспонат
to register – регистрироваться
to attend – посещать

2. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. A promising young scientist must a_____ as many conferences as possible.
2. If you can't afford _____ participation (it's quite expensive and time-consuming), then _____ participation is a chance to present the results of your research.
3. At the w_____ we listened to a very talented s_____r, who was the star of the r_____-_____ discussion.
4. She was late to s_____ her p_____, and she forgot to r_____r for the th_____ session. I'm afraid she will have to try again next year. Luckily, this event is a_____l.
5. Margaret presented her research results with a beautiful bright p_____, and Paul's team even brought an e_____t to the conference.

3. Reading

Study the real-life call for papers and discuss the possible options for participating and the types of reports:

- *Would you choose your presentation to be virtual or in-person?*
- *Which type of presentation would show off your research results at the greatest possible angle?*
- *Which type suits your personality?*
- *What actions do you take to ensure your participation?*

Eleventh International Conference on New Directions in the Humanities

Eötvös Loránd University, Budapest, Hungary
19-21 June 2013

Conference Focus

The Humanities Conference is held annually in different locations around the world. Over the past nine years, the Humanities Conference has established a reputation as a focal point for new ideas and new practices in humanities research and teaching.

The conference will address a range of critically important themes in the various fields that make up the humanities today. Plenary speakers will include some of the world's leading thinkers in the humanities, as well as numerous paper, workshop and colloquium presentations by teachers and researchers.

We are inviting proposals for paper presentations, workshops/interactive sessions, posters/exhibits, or colloquia (See Proposal Types). Virtual participation is available for those who are unable to attend the conference in person. Proposal ideas that extend beyond these thematic areas will also be considered. For more information about the ideas and themes underlying this community, see Our Focus.

Submit a Conference Proposal

To learn more about preparing and submitting your conference proposal, including guidelines, deadlines, and "how-to" information, go to Submitting Your Work: Conference Presentations.

Proposals for In-Person Presentations

Proposals for in-person presentations at the conference may be submitted as one of four types: 1) Paper Presentation (which will be scheduled as part of a Themed Session or Roundtable Discussion); 2) Workshop/Interactive Presentation; 3) Poster or Exhibit; 4) Colloquia. Each of these are explained in more detail below. Please note that all proposals and presentations must be in English.

1. Paper Presentation

An accepted proposal for a single paper presentation (prepared by one or more authors) will be assigned to one of the following formats by the Program Committee:

a) Themed Session

This type of session is best suited for reports on completed research or scholarly work. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes or product). The formal oral presentation of work should be limited to 15 minutes. Presentations are grouped according to topic or perspective into these themed sessions (which may be 60, 75, or 90 minutes), with time provided after all of the presentations for Q&A and group discussion. Authors are welcome to include visual supports (paper handouts, computer slides, or digital displays) to assist delivery of their oral presentation. Please note that we cannot provide photocopying facilities at the Conference, but we will provide data projectors in each room. Multiple-authored presentations are welcome, although only one article may be submitted to the Journal based on each presentation.

b) Roundtable Discussion Session

This type of session is best suited for position papers, reviews of theoretical or conceptual frameworks, works-in-progress, policy analyses, or topics that generate, or benefit from, extended discussion. Authors are each assigned a numbered table in a large meeting room for the full session (usually about 40 minutes), during which time they converse and interact with interested delegates who join them at their table. The discussion may begin with the author presenting a synopsis of their work, to generate discussion on the topic. Authors are encouraged to bring copies of their papers and/or a short handout summarizing their work for distribution at their tables. Multiple authors of a single paper may participate, and one article per roundtable may be submitted to the Journal.

c) Featured Session

On occasion, a paper may be identified by the Program Committee as one of special interest to a broad spectrum of the conference participants, although it is not appropriate, or feasible, to include it in a plenary session. In these instances, a single paper presentation may be scheduled for a specific block of time in the schedule. Authors will be contacted by the Program Committee prior to being scheduled in a Featured Session.

2. Workshop/Interactive Presentation

This type of session is best suited for teaching or demonstrating particular procedures, skills, or techniques. Appropriate considerations for this Session format may include, for example: a workshop, demonstration, performance, exhibition, staged conversation, debate, or extended dialogue with the audience. These sessions are generally scheduled for about 40 minutes and should be structured so that some explanatory or introductory information is provided, with ample time for audience interaction, participation, and involvement. A single article, jointly authored if appropriate, may be submitted to the Journal based on an Interactive Presentation.

3. Poster or Exhibits Session

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. In these sessions

(generally about 40 minutes), a number of authors have the opportunity to display or exhibit their work and engage in informal discussion about their work with other delegates throughout the session. Displays may be posters (maximum 4x6 feet), digital/computer displays, artwork, or other visual media. Each display should include a brief abstract of the purpose and procedures of the work; handouts or copies of written material may also be available. Space for the poster or exhibit will be provided by the Conference, however all materials must be organized by the presenter, including posters, displays, handouts or other appropriate materials. Please note that we cannot guarantee a dedicated power source for each presenter. Authors may submit a formal paper describing their work to the Journal.

4. Colloquium

This Conference Session is scheduled for 90 minutes and involves five authors who are proposing a set of papers based on a shared theme or topic. The papers may present complementary aspects of a specific body of work, or contrasting perspectives on a specified topic. There must be at least five registered participants (for example, a Chair and four presenters, or five presenters). The presenters should conceive and design the session to allow time for individual presentations (approximately 15 minutes each) and at least 15 minutes of audience discussion or question-and-answer. All participants must be listed on the proposal submission form (list as one primary author, and 4 or more co-authors). Either a single article or multiple articles may be submitted to the Journal based on the content of a colloquium session.

4. Virtual Presentation

Authors who are unable to attend the conference in person may submit a proposal for a virtual presentation. Acceptance of a proposal for a virtual participant is based on the same criteria as that for an attending participant. We are developing new modes of participation for virtual participants, to expand the level and types of participation with other conference delegates. At present, acceptance of a proposal for a virtual presentation, with accompanying (substantially discounted) virtual registration, allows the author to join the community in the following ways:

- Receive newsletters and other communications about the community
- Upload a presentation of your paper to the You-Tube channel
- Submit your paper for peer review for the current volume Journal
- Participate as a peer reviewer in evaluating articles for the Journal
- Enjoy a one-year subscription to the Journal.

Steps for presenting at the conference

1. Prepare your proposal
2. Submit your proposal
3. Register to attend conference
4. Prepare your presentation
5. Publish your work (optional)

4. Video: A conference for young scientists

Watch a video on https://www.youtube.com/watch?v=s9O77uhpolk and answer the questions:

- *Which type of presentation seems to prevail?*
- *What else are the participants doing besides the official procedures?*
- *Would you like to participate in such an event?*

5. Speaking

Discuss the questions.

- *How often do you take part in international conferences?*
- *Have you ever given a presentation?*
- *Which language did you present in?*
- *What format of presentation was it?*
- *Where do you usually get information about conferences?*

UNIT 5

POSTERS

1. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

overview – обзор
approach – подход
to interact – взаимодействовать, общаться
to pin up – приколоть, присоединить (к стене)
manuscript – рукопись, письменная работа
abstract – здесь: аннотация
brief – краткий
appropriate – должный, правильный, адекватный
approximate – примерный, приблизительный
font - шрифт
background – здесь: фон

2. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. It's difficult to participate in a poster session if you are a shy person: you may find if difficult to _____ with strangers.
2. An a_____t is a _____ summary of your paper contents.
3. Choose an _____ f_____ for your poster so that viewers can read it easily. If the b_____ is too dark, it may bring trouble with printing the poster.
4. The _____ length of this part must be 200 words.
5. The _____ format of your presentation is one of the key points for success.
6. At the Dean's office all students' _____s are kept in a special archive.
7. You have to prove that your _____ is novel and that the results are valid.

3. Reading. How to make a poster

Read the text and answer the questions:

1) What is a poster?
2) Why is a poster better than an ordinary oral presentation?

3) Where can one get some ideas about what a poster should look like?
4) Which sections must be present in a poster?
5) What are the requirements to the graphs included in a poster?
6) Which typical mistakes do researchers make when designing a poster?

A large-format poster is a document that can communicate your research at a conference, and is composed of a short title, an introduction to your problem, an overview of your novel approach, your results, a reference list, and some brief acknowledgement of the assistance and financial support you got from others – if all text is kept to a minimum, a person could fully read your poster in under 10 minutes.

Although you could communicate all of the above via a 15-minute talk at the same meeting, presenting a poster allows you to more personally interact with the people who are interested in your topic. Posters are also nice because they can be viewed while you are off at a bar, and even after the conference if you find some place to pin them up on. Finally, presenting a poster is especially recommended if you are weak at public speaking.

If you're new to the poster concept, you should browse online to see what other people's posters look like, to give yourself some design inspiration. Unlike a manuscript, a poster can adopt a variety of layouts depending on the form of charts and photographs. Maintain sufficient white space, keep columns logical, so that your readers will understand how they should "travel" through your poster elements, but be creative.

The title should convey the issue, the approach, and the system (organism); needs to be catchy. Maximum length: 1-2 lines.

The abstract is not needed on a poster! If you are presenting your poster at a meeting, you will probably be asked to submit an abstract; this abstract is for inclusion in the "meeting catalog," not for your poster.

The introduction should get your viewers interested while using the absolute minimum of background information and definitions; quickly place your issue in the context of published primary literature; then an interesting, novel hypothesis; next you can mention a general experimental approach that will test your hypothesis. Unlike a manuscript, the introduction of a poster is a wonderful place to put a photograph or illustration that communicates some aspect of your research question. Maximum length: approximately 200 words.

Materials and methods: this part briefly describes experimental equipment and methods, but not with the detail used for a manuscript; use figures and tables to illustrate experimental design if possible; include a photograph or drawing of an organism; mention statistical analyses that were used and how they allowed you to address the hypothesis. Maximum length: approximately 200 words.

Results: First, mention whether your experiment worked or failed; in the same paragraph, briefly describe qualitative and descriptive results; in the second paragraph, begin the presentation of data analysis that more specifically addresses the hypothesis; refer to supporting charts or images; provide engaging figures and charts that could stand on their own (they could convey some point even if the

viewer skipped all other sections, which they usually do). This is always the largest section, except if you have no data. Maximum length: approximately 200 words.

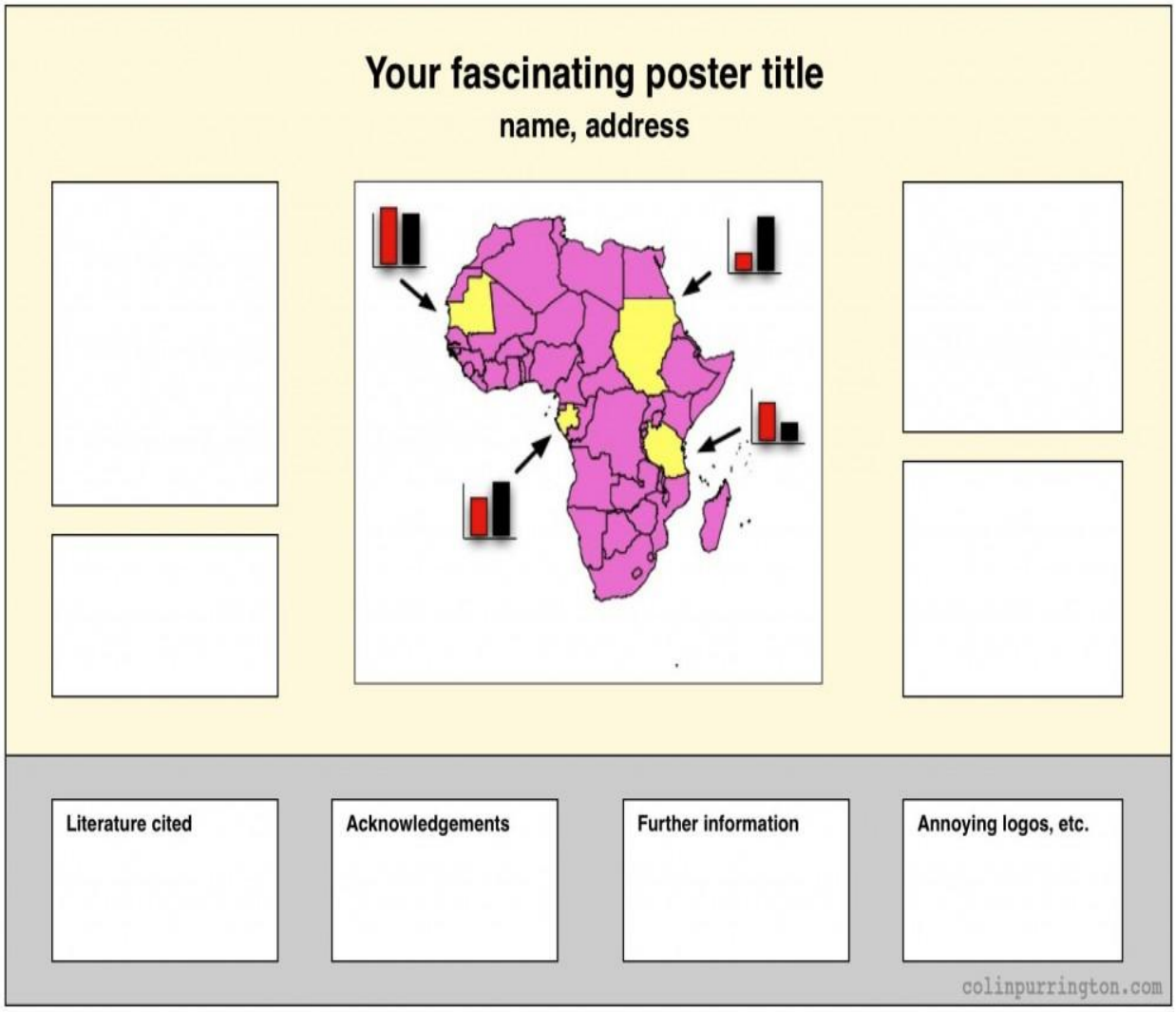
The graphs make the poster, so make your graph appropriate to your data. And make it look pretty.

Conclusions: Remind the reader of the major result and quickly state whether your hypothesis was supported; discuss why your results are conclusive and interesting; relevance state future directions. Maximum length: approximately 150 words.

Literature cited (References): Follow the format! Web sites and rumors you heard somewhere are undesirable sources, so find a respectable journal article that supports your fact or opinion. Maximum length: approximately 10 citations.

Acknowledgments: Thank individuals for specific contributions to the project (equipment donation, statistical advice, laboratory assistance, comments on earlier versions of the poster); mention who has provided funding; do not list people's titles. Maximum length: approximately 40 words.

Further information: There will be people wanting to know more about your research, so use this section to provide your e-mail address, your website address, and perhaps a URL where they can download a PDF version of the poster. Maximum length: approximately 20 words.



Dos and don’ts

- Don’t make your poster too long. Aim for 800 words, and remember that less than that is fine, too.
- Avoid titles with colons (**:**) if you can. If you absolutely must have a coloned title, just be sure it isn’t very long.
- Use a simple, clear font.
- The width of text boxes should be approximately 9-11 words per line. Lines that are shorter or longer are hard to read quickly.
- Avoid blocks of text longer than 10 sentences.
- Whenever possible, use lists rather than homogeneous blocks of text.
- Set line spacing of all text to be exactly 1.
- Avoid using dark backgrounds. They make designing graphics a pain. It’s better to just use a white background. And you will save on ink, too!
- Complete the entire poster on a single platform. Switching between platforms invites disaster, sometimes in the form of lost image files or other visuals.
- Give your graphs titles.
- Make sure that details on graphs and photographs can be comfortably viewed from far away.
- If you include a photograph, add a thin gray or black border.

4. Video. Making a poster presentation

Watch a video using the weblink below and make a list of rules on how to present a poster.

https://www.youtube.com/watch?v=vMSaFUrk-FA

5. Project

Think on how you would represent your master’s research work in the format of a poster. Make a draft of your poster and create an accompanying presentation. You can use some helpful phrases given below.

HOW TO SPEAK ABOUT YOUR RESEARCH.

Hello! Let me introduce myself. My name is…
I’m a master’s degree student at …… University at the faculty of……
My specialty is…
The topic of my research is …
Today I’m going to talk about …
Say why your topic is relevant for your audience
Today’s topic is of particular interest to those / us who …
My talk is particularly relevant to those of us who …
My topic is / will be very important because …

State your purpose

The purpose / objective / aim of this work is to …

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

- to analyze the current conception of....,
- to compare the ideas / notions ...,
- to give a new look at the subject of research...,
- to test the results of the previous investigations/information about
- the subject of...,
- to give a survey of.../ to observe ...,
- to broaden my professional and research experience

Structuring

I've divided my presentation into three (main) parts …

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

Main part

My research deals with….

We implement a new method…

We analyze/ study/ conduct….

Explaining a visual (a graph, a scheme, a diagram)

First, let me quickly explain the graph.

Let's now look at the drawing which shows..

The chart reflects …

According to this graph….

You can see the test results in this table.

The results of my research work can be applied to the present-day situation, because…

Thank you for your attention

If you have any questions, feel free to ask.

UNIT 6

PRESENTATIONS

1. Active vocabulary

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

main points – ключевые моменты, пункты
to sum up/summarize – подвести итог
to cover – освятить, охватить (тему)
to identify – идентифицировать, озвучить, наметить
to clarify - разъяснить
notion – понятие
research design – план научно-исследовательской работы
to go back to – вернуться к чему-л.
in addition to – в дополнение к…
regarding/concerning – касаемо, относительно
furthermore/moreover – более того
implication – значение, значимость (в научном дискурсе часто употребляется для обозначения сферы применения полученных результатов)

2. Vocabulary practice

Revise the active vocabulary. Complete the sentences.

1. Now let me s_____ the key ideas.
2. The _____ _____ we're going to discuss are the following…
3. Research _____s suggest how your findings may be important for practice, theory, and further research.
4. It's difficult to _____ this issue in just one presentation, yet we will try.
5. Our task is to _____ this issue so that it's no longer a mystery to the audience.
6. After we've discussed the numbers, once again I'll _____ _____ to the basic n_____s.
7. I'll give you an overview of the figures _____ the first experiment.
8. First of all, we need to _____ the main problem.
9. _____, there are some interesting details we should take a look at.
10. In _____ to this, we carried out a qualitative analysis of the research data.
11. This chart reflects the research _____: its stages and the timeline.

3. Video

Use the weblink below to watch a video on what is to focus on when presenting your research. Do the True/False exercise below. Correct the false sentences.
https://www.youtube.com/watch?v=Sj4THmQrE0o

1) The main question your presentation should answer is "How much have I done so far?"
2) You should fill your presentation with a lot of difficult terminology to make it sound cool.
3) You need to communicate your ideas in a way that will excite people.
4) You can experiment with presenting your ideas to a colleague or a friend to practise your skills.
5) If your listeners can see how your research is applicable in a broader sense, that means you've done the job well.

4. Reading. Research Presentation Guidelines

Read the information about how to structure your visual presentation. Answer the questions:

1) What is the conventional time limit for a presentation?
2) How is it better to present visual information – in the form of mere text blocks or in any other ways?
3) What must the title slide include?
4) What is the main aim of the introduction?
5) Which part must convey the research design?
6) Which format is better for presenting the research results?
7) Which verbal accompaniment should go with the final slide?

HOW TO MAKE A VISUAL PRESENTATION OF YOUR RESEARCH

Presentation in brief: Think of the presentation as a visual version of your paper. The presentation should include: a short introduction, your hypotheses, a brief description of the methods, tables and/or graphs related to your findings, and an interpretation of your data. The presentations should be no more than 10 minutes long. That's not much time. Plan about 1 minute per slide. The trick to giving good presentations is distilling your information down into a few bulleted lists, diagrams, tables and graphs. You don't want to be rushed while presenting.

Title slide (1 slide). Title of the talk (probably the same as your paper), the name of the presenter(s) (or the project team), their affiliation, and the date the talk is given.

Introduction (typically 3-4 slides). Explain why your work is interesting. Place the study in context – how does it relate to / follow from the scientific literature on this subject. If it relates to any applied issues (e.g., environmental problems), mention this here. Use some pretty visuals (photographs, drawings, etc.) to get the audience excited about the issue and questions you are addressing. Clearly state your hypotheses.

Materials and Methods (typically 2-3 slides). Clearly summarize the research design. Show a picture of your organisms and justify why they are appropriate for addressing the questions mentioned above. Show a picture of your lab setup and/or of a person doing some of the lab work. Show a diorama of your experimental design (with sample sizes, number of replicates, sampling frequency, etc.). Mention what parameters you measured but do not go into detail on exact procedures used. Do state what statistical tests you used to analyze your data.

Results (typically 2-4 slides). First show a photograph (or sketch) that shows some interesting qualitative results (e.g., trays of plants in which one set is noticeably bigger than the other, a drawing of a happy Daphnia) and state that result. Then display the results in a graphical form, reminding the audience of your hypothesis and stating whether it was supported as you do so. Use simple, clean, clearly labeled graphs with proper axis labels (no extraneous 3-D effects, please). Do not use light colors (yellow, light green, or pink) in your figures, they do not show up well when projected. Indicate the results of the statistical tests on the slides. If you have multiple results, state them in a logical order.

Implications and Conclusions (typically 2-3 slides). Correctly interpret your results. Constructively address sources of error and methodological difficulties. Place your results in context and draw implications from them.

Acknowledgments (1 slide). Thank anyone who provided advice or assistance. Verbally thank your audience for their attention and tell them you would be happy to answer any questions.

5. Discussion

Look at the list below and together with your groupmate try to choose the right tips for creating a good presentation.

- Focus on the story you want to tell
- Use more text so that the audience can read it
- Use handouts
- In a Power Point presentation, “less is more”
- Each slide should have several points or sections
- Limit each slide to 1 key idea
- Don’t use many visual aids, that will look foolish
- You should always use quotes by famous people
- Hide the full text of your speech in your notes and don’t show it to the audience
- The text in the screen should be different from what you’re saying

6. Project

Prepare a <u>brief</u> presentation of your research (most probably, your Master's is far from being ready, but you can use your published article or your Bachelor's project). Stay within 7 minutes.

UNIT 7.

ABSTRACTS AND REFERENCES IN ENGLISH

1. Reading

Learn some useful tips about how to make abstracts and refer literature in English.

Attention! The text is written in the Russian language for better comprehension.

Полезные советы по оформлению аннотаций и статей

- в английском языке сначала пишется имя / инициалы, потом фамилия
Petr Ivanovich Shirov, Petr I. Shirov, P.I. Shirov – правильно
Shirov Petr, Shirov P.I. – неверно.
Исключение: в библиографическом списке по алфавиту, тогда после фамилии принято ставить запятую:
Shirov, P.I.

- в ряде изданий в заголовках статей все слова (или все, кроме служебных частей речи) пишутся с большой буквы: необходимо внимательно смотреть на требования и образцы оформления. Кавычки используются крайне редко. Вместо этого названия обычно выделяют курсивом.
Напр.: In our article *Information Systems In Primary Education (2011)* we describe… – правильно
In our article “Information systems in primary education” (2011) we describe… – не всегда удачный вариант

- при переводе аннотации обратите внимание на структуру предложения:
в английском языке безошибочен вариант «подлежащее + сказуемое + всё остальное» (другие варианты возможны, но использование инверсии требует высокого уровня владения языком), тогда как в русском порядок слов свободный. Если сомневаетесь – начинайте с подлежащего!
Напр.:
Русский вариант: Наиболее удачным представляется подход, разработанный А.А. Петровым.
Типичная ошибка при переводе: The most adequate is supposed the approach developed by A.A. Petrov.
Один из возможных верных переводов: The approach developed by A.A. Petrov seems the most adequate.

- необходима осторожность при переводе безличных предложений на английский язык.

В английском предложений без подлежащего не бывает (должно присутствовать хотя бы местоимение *it* или слово *one).*
Напр. русский вариант: Следует отметить роль данного фактора.
Типичная ошибка: Should emphasize the role of this factor.
Возможные верные переводы:
One should particularly emphasize the role of this factor.
It is necessary to emphasize the role of this factor.
The role of this factor should be emphasized.

- полезные слова и фразы:

abstract – аннотация
keywords (key words) – ключевые слова
the article describes… – в статье описывается...
the article covers the issue of… – в статье рассматривается вопрос
the article deals with the problem of… - в статье рассматривается проблема...
the author claims that… - автор заявляет/предполагает, что...
the author proposes a new approach/classification – автор предлагает новый подход/классификацию
the problem of … is considered/addressed – проблема.... рассматривается.
The author is concerned with… - автор обеспокоен/заинтересован ...
… is observed in this study - ... рассматривается в этом исследовании
The paper presents a review of… - В работе представлен обзор ...
The subject of this investigation is… - предметом этого исследования является...
The main aim of this study is… - главная цель этого исследования - ...
The author of this paper aims to reveal some features of… - Автор работы стремится раскрыть некоторые особенности...
The author's approach is aimed at… - Авторский подход направлен на...
An important problem arises in connection with the study of... – Важная проблема возникает в связи с изучением...
The proposed hypothesis is: … - Предлагаемая гипотеза заключается в следующем:...
As a working hypothesis we assume that… - В качестве рабочей гипотезы мы полагаем, что...
This allows one to conclude that… - Это позволяет сделать заключение о том, что...
The results of this research show that… - Результаты исследования показывают, что...

- грамотно указываем место учёбы
Kursk State University – КГУ
(the) Department/Faculty of… (History, Law, etc.) - факультет
(the) (Sub-)department of… - кафедра
Master of … - магистр ….
Post-graduate student / Ph.D. student / doctoral student – аспирант, соискатель

! Если требуется указать адрес, помним о правильном оформлении адресов в английской лингвокультуре:

номер дома название улицы, номер квартиры (комнаты) если есть,
индекс город, страна.
33 Radisheva Str., Room 123,
305000 Kursk, Russia

- список литературы и ресурсов – чаще всего ***References***. По вопросу оформления ссылок на русскоязычные ресурсы надлежит проконсультироваться с редколлегией (их либо пишут на русском как есть, либо переводят на английский, в некоторых случаях применяют также транслитерацию)

References

Coulson, S. 2001. Semantic Leaps: Frame-shifting and Conceptual Blending in Meaning Construction. New York and Cambridge: Cambridge University Press.

Fauconnier, G., Turner, M. 1998. Conceptual Integration Networks. Cognitive Science, 22(2): 133–187.

ABSTRACT EXAMPLE

Resource Control And The Development Of Political Economies In Small-Scale Societies: Contrasting Prehistoric Southwestern Korea and the Coast Salish Region of Northwestern North America

Colin Grier
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KEY WORDS: Archaeology, Korea, Northwest Coast, Households, Intensification, Political Economy

ABSTRACT: The emergence of formalized leadership, institutionalized political hierarchies, and elite control over resources are key areas of study in relation to the emergence of complex societies. In this paper we consider these developments in two areas of the world: the Coast Salish region of the precontact Northwest Coast of North America and prehistoric southwestern Korea. On the Northwest Coast, increasing house size through time reflects an increasingly central role for households in orchestrating production and consumption. In southwestern Korea, houses and households expanded similarly with the adoption of dry farming agriculture. However, with the subsequent adoption of intensive, wet rice agriculture, houses shift to small, single-family structures and storage moves to

external features. We contrast these case studies, attributing the divergent trends to distinct historical trajectories of household organization and differences in the scale at which resources were controllable. Analysis of these regions illuminates key factors in the development of political systems in small-scale societies.

2. Translating examples of abstracts

Carefully translate the following into English, taking onto account the recommendations which you have read.

(1)
Ярмакеев И.Э.
ИНТЕГРАЦИЯ ПЕДАГОГИЧЕСКОГО И КЛАССИЧЕСКОГО УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА ПОДГОТОВКИ ПЕДАГОГИЧЕСКИХ КАДРОВ

Аннотация:
В данной статье анализируется потенциал классических университетов и педагогических вузов в области подготовки педагогических кадров, рассматривается вопрос о создании инновационной модели подготовки педагогических кадров на основе интеграции педагогического и классического университетского образования.

**подготовка педагогических кадров – teaching personnel training*

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(2)
А. Н. Мещеряков
САМАЯ КРАСИВАЯ: ПРИРОДА ЯПОНИИ В ИНТЕРПРЕТАЦИИ СИГА СИГЭТАКА

Статья посвящена трактату Сига Сигэтака «Японский ландшафт» (1894 г.), который оказал большое влияние на процесс самосознания японцев и на формирование японской эстетики природы. В этой работе Сига обосновывает тезис, что природа Японии является самой красивой в мире. Одновременно с этим он выдвигает положение, что экспансия Японии обусловлена желанием японцев воспеть природу зарубежья.
Ключевые слова: Япония, Сига Сигэтака, «Нихон фукэй рон», природа, ландшафт, эстетика, культурная география, самосознание нации, культурный национализм.

**treatise - трактат*
self-consciousness – самосознание
aesthetics – эстетика

to substantiate a thesis – обосновать тезис
to suggest a proposition – выдвигать положение
expansion – экспансия

3. Translation Practice

Translate an abstract to your own article into English. If you don't have any articles written for your Master's yet, you can use an article from your Bachelor's degree project or think of a possible article you're going to write and compose the approximate text.

UNIT 8.

VISUAL EFFECTS. TALKING ABOUT GRAPHS

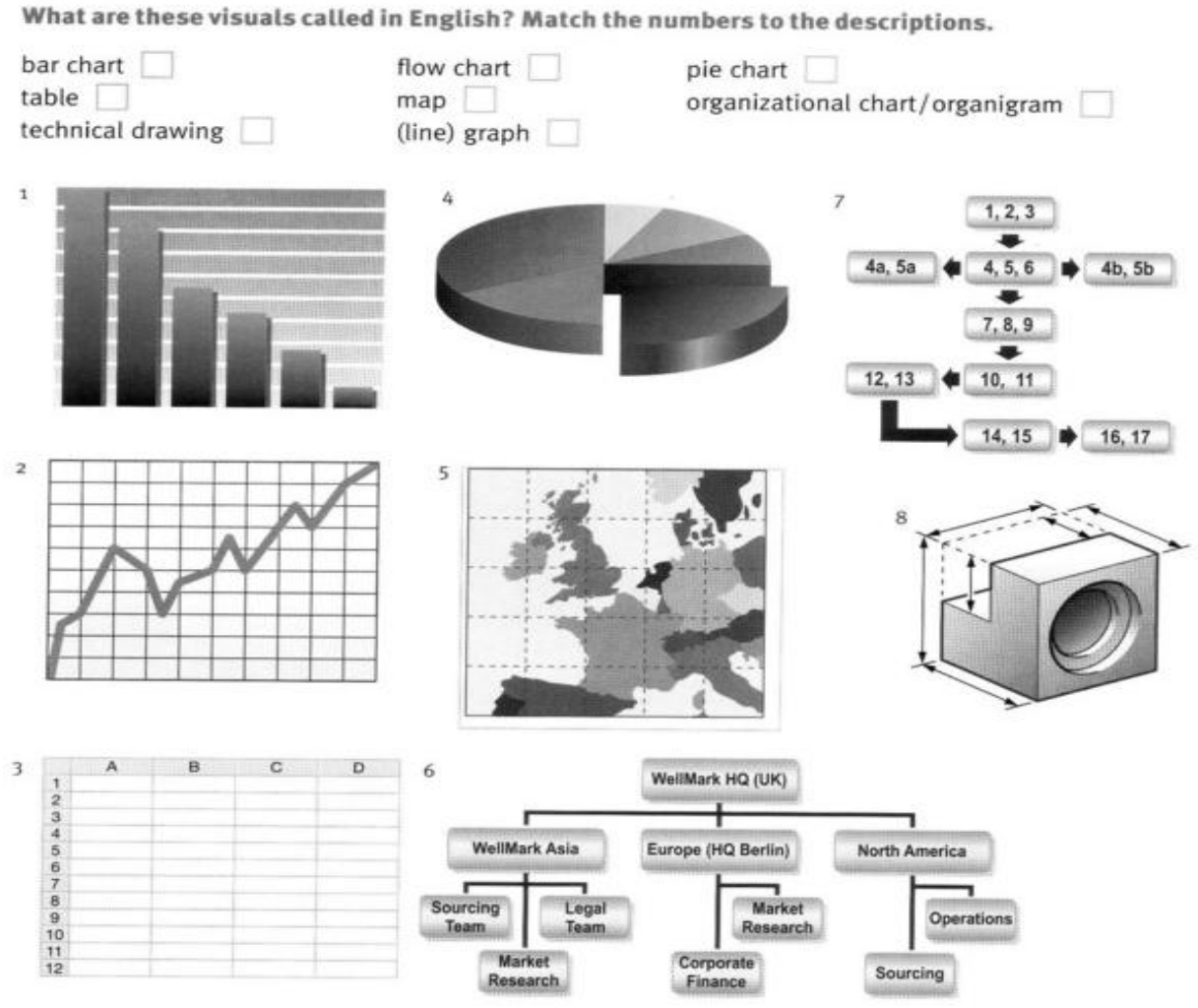
1. Active vocabulary. Part 1

Study the active vocabulary. Think how you can use these words and phrases talking about your research.

bar chart – гистограмма *pie chart – круговая диаграмма* *flow chart – блок-схема* *table – таблица* *technical drawing – чертёж* *map – карта* *line (graph) – линейный график*

2. Vocabulary practice (1)

Find the following visuals in the pictures.



3. Active vocabulary and practice. Part 2

Put the words into 3 categories. Translate the words.

climb	*decline*	*decrease*	*double*	*drop*	*expand*	*fall*	*fluctuate*
go down	*go up*	*grow*	*hit a low*	*increase*	*pick up*	*plunge*	*reach a high*
recover	*remain stable*		*rise*	*stabilize*	*stay the same*		*reach a peak*
bottom out	*remain constant*		*dip*	*be steady*	*sink to the lowest level*		

Upward	Downward	Up and Down	Bottom	Peak	Same

4. Reading

Study the information about how to talk about some basic types of visuals in a presentation. Read the example explanations very carefully.

How To Read And Explain Charts And Graphs

Charts and graphs are often used to summarize data. They make it easy to see trends and the amount of variation in the information being studied. A trend is the direction of change in the data. For example, people's average lifespan has generally increased over the last century, even though in a few war years it declined. So we could say the trend has been for people to live longer than previous generations. That's why it's important to understand the ways charts and graphs display information.

For example, if you want to take the IELTS academic writing test, you also need to be able to discuss them. Task 1 of the test asks you to summarize the main features of one or more charts and to make comparisons when appropriate.

Technically, graphs are one kind of chart. Other kinds of charts include diagrams and tables. Charts include any way to visually summarize and compare data.

The rest of this text will show examples of different kinds of charts and graphs. It will explain them and show the most important vocabulary you will need to discuss them yourself.

Be sure to study the title and labels of any chart carefully, so you will know what it tells you (and what it doesn't!).

A Simple Pie Chart

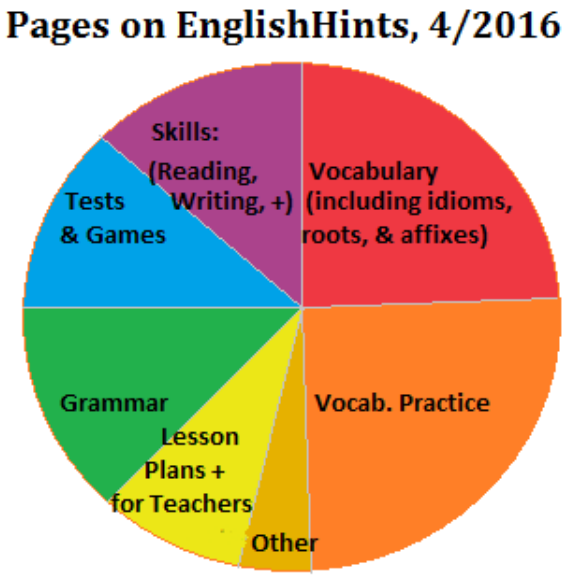


Chart Background:

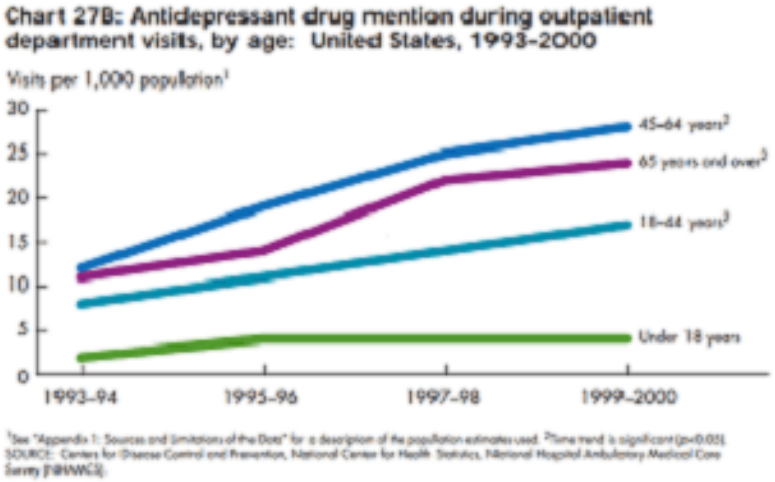
Of 242 total pages (excluding newsletter back issues), 118 or 48% were vocabulary-related. (Just over half of those were practice pages.)

There were 34 pages teaching or practicing reading and other skills (writing & listening). There were 29 for grammar (also about half explanations and half practice pages), and 27 for tests and games, combined. Lesson plans, worksheets, and other help for teachers included 22 pages, and there were 12 other site pages.

Here's one way to describe this chart and explain its main points:

This pie chart shows the proportion of pages on EnglishHints.com on various subjects. Almost 50% of its pages are related to vocabulary, and more than half of those are vocabulary practice. The site has approximately equal numbers of pages for skills, grammar, and tests plus games – around 1/8 each. Pages for teachers make up a little under 10% of site content, and a variety of other pages make up the last 5%. EnglishHints appears to devote about half its content to explanations and examples. The other half is practice activities including tests and games.

Graph: Number of Antidepressant Mentions for Various Age Groups Over Time



[1]See "Appendix 1: Sources and Limitations of the Data" for a description of the population estimates used. [2]Time trend is significant ($p<0.05$).
SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, National Hospital Ambulatory Medical Care Survey (NHAMCS).

x axis – horizontal; y – vertical. Remember to study the title and labels of the x and y axes carefully to be sure you understand what the graph is showing and the size of its effects.

This chart illustrates the gradual increase in mentions of antidepressant drugs during visits to outpatient departments between 1993 and 2000.

The y axis shows the number of outpatient visits and the x axis shows the period of time (in this case years) of the study. The colored lines represent different age groups.

For most age groups there is a slight upward trend between 1993 and 2000 in the number of visits with mentions of antidepressant drugs. Between 1995 and 1998 there was a steeper increase in drug mentions for people over age 65.

However, the number of mentions was highest at all times for the age group from 45-64 years old. There were slightly fewer mentions for the over 65 group, and still fewer for people aged 18-44. People under 18 had far fewer mentions.

Describing Trends, and the Rate (speed) or Amount of Change

An *increase* means to *go up* or *rise*. A *decrease* means to *go down*, *fall*, *drop,* or *decline.* (Increase and decrease are also verbs. "The number of mentions increased over time.") Verb forms ending in –ed or –ing can be used as adjectives. (Increasingly is an adverb form.)

Examples: "There were steadily increasing mentions of antidepressant drugs between 1993 and 2000." "Mentions of antidepressants were increasingly common for people of most age groups over time." "No age group showed decreased mentions of antidepressants during the period studied."

You can call a small change *slight, minor, insignificant* (unimportant) or a *slow* increase or decrease. If it is a large or fast change, you can also describe it as *sharp, major*, *steep, significant* or a *rapid* increase or decrease.

Sometimes there is very little change: the situation is stable. Other times there is no single trend up or down, but fluctuations: a line that goes up and down, then up again, like waves.

Range is the distance between the farthest points. Example: The range of the increase in mentions of antidepressants went from one (extra mention for those under 18) to 15. (15= from 12 mentions to 27 over the years studied for those from 45-64.)

When information is not exact, you can describe it using the words *approximately, roughly, about, around, just under,* or *just over.*

Useful transition words to point out a contrast: *however, while*, *on the other hand, in contrast, whereas*, *but.* (Don't over-use 'but'; the other words are more "academic.")

Useful words for ending your comments with an even shorter summary: *in conclusion, to sum up, in general.*

5. Logical sequencing

Restore the order of the given sentences to make up a consistent description of a graph.

___ As you can see, we started off in April with a rather low market share of about 7%.

___ In June, however, the programme's market share plunged to 6%.

___ Over the next 3 months, the figures continued to rise steadily and reached record levels each month^ 11% in July, 12% in August, and 14% in September.

_1_ The next graph shows the market share of Lifestyle Today for the first 6 months after it was launched in April 2005.

___ This drastic decline has a simple cause. We lost a large part of our audience to live transmissions of 2 major sporting events: Wimbledon and the Confederations Cup.

__ Fortunately, this was only a temporary setback.

___ Audience ratings improved significantly, climbing to 10% in May.

☺ CONGRATULATIONS! THE COURSE IS OVER! ☺
☺ GOOD LUCK ☺

POST SCRIPTUM

A tiny final test to check your knowledge!

1) After 6 years of higher education one becomes a…
(A) Bachelor (B) Master (C) Doctor (D) PhD

2) The paper created in the years of graduate or post-graduate study is called a…
(A) thesis (B) abstract (C) diploma (D) article

3) The official announcement for a conference is…
(A) the call for papers (B) the invitation for participants
(C) the scientific program (D) the agenda

4) The scientific method implying interviewing people is…
(A) observation (B) survey (C) modeling (D) analysis

5) The brief summary of an article or book is called …
(A) a resume (B) a CV (C) an abstract (D) an annotation

6) The aspect of one's research work being new is called…
(A) topicality (B) urgency (C) newness (D) novelty

7) The main problem of research is called the…
(A) subject (B) object (C) hypothesis (D) objective

8) Each scientific project must have a standard structure including:

(A) a title page, contents, an introduction, several chapters, a conclusion, a reference list, an appendix (or several of them)

(B) an introduction, 2 chapters, a summary, a conclusion, a reference list

(C) an abstract, an introduction, a theoretical chapter, a practical chapter, a summary, a reference list, an appendix

(D) a title, a hypothesis, a subject, an object, methodology, a summary

CONTENTS

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