

Модулі

- ✓ "Загальнонародна мова та науковий дискурс: спільне і відмінне"
- ✓ "Читання наукового тексту"
- ✓ "Науково-академічне письмо"
- ✓ "Аудіювання та усне мовлення (монологічне й діалогічне)"

EXCLUSIVE HANDOUT # 1

на сайтах розміщено відеолекції та роздатковий+додатковий матеріал+розділи з підручника

Льченко О.М. Англійська для науковців. The Language of Science : “ЕДЕЛЬВЕЙС,” 2022.

<https://olgailchenkoauthor.wordpress.com/>

✓ **RULES FOR LIFE**

- ✓ Rule number 1: ABSOLUTELY NO PLAGIARISM! (either *intentional* or *unintentional*)

<https://www.thoughtco.com/bad-excuses-for-committing-plagiarism-1857021>

<http://www.virtualsalt.com/antiplag.htm>

❖ **Рівні володіння іноземними мовами** (за Асоціацією Мовних Експертів ALTE (*The Association of Language Testers in Europe*) та загальноєвропейською системою оцінювання знань європейських мов, розробленою Радою Європи CEFR (*Common European Framework of Reference for Languages*))

- інтродуктивний рівень (базове володіння мовою, (користувач-початківець) (*Breakthrough* або A1),
- середній рівень (базове володіння мовою, (користувач-початківець) (*Waystage* або A2),
- рубіжний рівень (самостійне володіння мовою, незалежний користувач) (*Threshold* або B1),
- просунутий рівень (самостійне володіння мовою, незалежний користувач) (*Vantage* або B2),
- автономний рівень (вільне володіння мовою, (досвідчений користувач) (*Effective Operational Proficiency* або C1)
- компетентний рівень (вільне володіння мовою, (досвідчений користувач) (*Mastery* або C2)

B2	C1
Може розуміти основні ідеї складного тексту на конкретні і абстрактні теми, включно з технічним обговоренням тем у відповідній сфері спеціалізації. Може спілкуватися досить вільно і спонтанно, що уможливує регулярну взаємодію з носіями мови без напруги для кожної зі сторін. Уміє продукувати чіткі детальні тексти на широке коло тем і пояснити свою точку зору на головне питання, показуючи переваги і недоліки різних підходів.	Може розуміти широкий спектр складних розлогих текстів і розпізнати підтекст (імпліцитні значення). Може вільно і спонтанно висловлюватися без помітного пошуку засобів висловлення. Може гнучко і ефективно послуговуватися мовою для суспільних, академічних і професійних цілей. Уміє продукувати чіткі, добре організовані детальні тексти на складні теми, демонструючи контрольоване використання граматичних структур, засобів зв'язку (логічних конекторів/дискурсивних маркерів) та організації тексту.

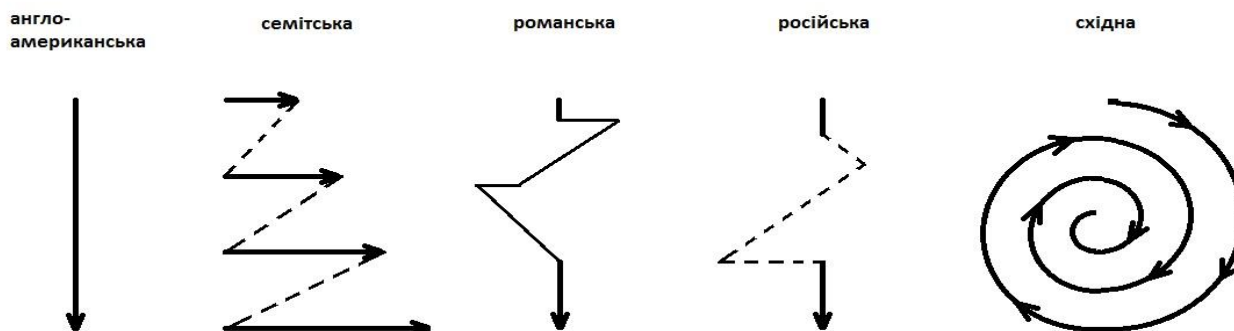
The importance of context and collocations (common co-occurrence of words, e.g. on the Internet).

Learn everything in context: your words, like your wardrobe, should be highly contextual. E.g., the word **get** can mean:

- ✓ arrive (get home, get to work, get to the store)
- ✓ become (get interested; get married)
- ✓ buy (get a computer, get something for a good price)
- ✓ understand (get the gist)
- ✓ obtain (get a job; get education/degree/award)
- ✓ receive (get a present, get an e-mail)
- ✓ talk directly about a subject (get straight to the point)

❖ **World English and Varieties of English (BrE, AmE, CanE, AuE, Denglish; Japlish, Franglais, Chinglish etc.).**

❖ **R.Kaplan's "cultural thought patterns"**



(Kaplan R.B. *Cultural thought patterns in intercultural education // Language Learning.*—1966.— Vol. 16, №1.— P. 1-20)

❖ **J. Galtung's "intellectual styles" : saxonic, gallic; teutonic, nipponic** (Galtung J. *Struktur, Kultur und Intellektueller Stil // Das Fremde und das Eigene – Munich: Iudicium Verlag, 1985. – P. 151-193.*)

Native Speaker(s) vs. Educated Native Speaker(s).

False friends / “frenemies” (friends+enemies) :e.g. *actual; decade, technique; human; humane; humanities; humanitarian.*

Politeness and Hedging. (*both yes and no; something in-between; it depends; may; might; could possibly etc.*).

There is a half-full view of the world and a half-empty view of the world. We subscribe to both. (John Carlson).

Neologisms (e.g. *ungoogleable; do-able; indie; disruptive technology/innovation ; disruptive skills, leadfluence;etc.*).

Collocations and Idioms (*to do research; to do one’s best; to make mistake; to be a success; top-notch; to consist of; to consist in*).

The Language of Science (Academic English) vs. General English.

to seem/to appear vs. to appear=to become visible

видаватися з’являтися

it seems /arguably очевидно

I argue/I think /I believe =to indicate, to point out

I believe (1) я вважаю/ гадаю/думаю

(2) to believe (in) (вірити) (в)

to summarize / to conclude,

We had no special equipment.

It’s an open question.

the device reads; device readings

unfortunately, / alas,

to suggest (1) пропонувати; (2) наводити на думку

to seem (1) to be likely or evident);

to appear (1) to become visible; (2) to seem; to be likely or evident)

it seems(to me)

to argue (about/over)=quarrel; to argue for; to argue against

I guess/think я вважаю/ гадаю/думаю

I believe (in) я вірю (в)

to wrap up, / to make the long story short,

We didn’t have any special equipment.

Only time will/would tell.

to read; a read; reading

it’s a pity

to suggest

<p>“in fact,” 1) фактично; власне кажучи (“actually, ”)</p> <p>2) крім цього; на додачу (“in addition, ”/ “in addition to”)</p> <p>3) насправді (маркує наступне заперечення);</p> <p>4) а саме; тобто; себто (“namely, ”)</p> <p>5) підсумовуючи(,); у (кінцевому) підсумку (“in conclusion,)”</p>	<p>involve v. (укр.) містити; включати (<i>перелік може бути повним або неповним</i>); охоплювати /1/; підпадати під (<i>дію</i>); бути у межах /2/; вимагати; потребувати /3/; входити (до); бути частиною /4/; чинити вплив; позначатися на; зачіпати /5/; залучати (до) /6/; захоплювати (<i>увагу</i>) /7/; вплутувати; бути вплутаним (у) /8/; огортати /9/ e.g. <i>Complex tasks <u>involve</u> a large array of sub-tasks. /1/ The problem <u>involves</u> only one department. /2/ The heart of the report – the tough analysis and recommended solutions – <u>involves</u> a group or team effort. /3/ This is almost inevitable, given all the research <u>involved</u> in a report and all the areas that can be affected by it. /4/ If it also <u>involves</u> other divisions, it should draw members from all of them. /5/ The teacher <u>involved</u> the students in a classroom discussion. /6/ The experiment <u>involved</u> me for the whole week. /7/ Are they really <u>involved</u> in recent scandal? /8/ The garden <u>was involved</u> in mist. /9/</i></p>
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❖ Culture Flavored Words and Phrases:

- **aggressive** ефективний, дієвий
- **challenge/challenging** (*challenging – needing the full use of one’s abilities and effort; difficult, difficult but not impossible: складний, але цікавий/перспективний*), used **RATHER THAN** *difficulty/difficult* .
- **interesting** (*important but somewhat unexpected or strange*) децю цікавий
 - **very interesting** and its equivalents: **more** interesting; **the most** interesting; of **great** interest дуже/справді цікавий;
 - Interestingly, ...Цікаво, що... (ужите на початку речення як засіб привертання уваги читача)
 - *Better still, ... = A more interesting idea...
- **to argue** зазначати, уважати to indicate, to point out; мати (усі) підстави вважати - to insist, be sure (of)
“I argue” seems to signal claims that the speaker feels are (very) well supported,
conveying more certainty than “I believe” (not to mention “I feel/think”)
- **timely; high priority; present-day; hot; burning; urgent** актуальний
- **scientific relevance / timeliness / topicality** наукова актуальність
- **new, brand new; the latest; the newest; the recent; (most) novel, innovative; frontier; cutting-edge;**
*state of the art / *state-of-the-art (the phrase implies the newest or best techniques in some product or activity:
сучасний; новий; новітній; новаторський

LOGICAL CONNECTORS / TRANSITION WORDS / DISCOURSE MARKERS / COHESIVE DEVICES

<p><u>SEQUENCING / LINEARITY</u> FIRST, FIRST OF ALL, SECOND, THEN AFTER THAT, NEXT, FINALLY, LET'S TURN TO TURNING TO AS FAR AS ... IS/ARE CONCERNED</p>	<p><u>ADDITION</u> AND ANOTHER/ONE MORE/A SECOND ALSO(,) AND ALSO MOREOVER, / WHAT IS MORE, FURTHER, / FURTHERMORE, IN ADDITION, ADDITIONALLY, BESIDES (BUT) ON TOP OF THAT, PLUS YES, AND... NOT TO MENTION... APART FROM... (,) TO SAY NOTHING OF LAST BUT NOT LEAST, AND OTHER(S) et al.</p>	<p><u>PURPOSE / AIM</u> TO IN ORDER TO IN ORDER TO ACHIEVE THIS (,) SO THAT / SO (<i>Informal</i>) FOR THE PURPOSE OF IN BEHALF LEST</p>
<p><u>CONTRAST</u> BUT (,)/(;) HOWEVER YET THE TRUTH IS, NEVERTHELESS / NONETHELESS IN CONTRAST TO VS. / VERSUS STILL, AT THE SAME TIME, ON THE ONE HAND... ON THE OTHER HAND... ON THE CONTRARY, ALTERNATIVELY, (YET) CONVERSELY, (OR) RATHER, OTHERWISE (BUT) NOT SO WITH YES, ... BUT ... YES, BUT WHILE / WHEREAS (AS) IT TURNS OUT, UNFORTUNATELY, / ALAS,</p>	<p><u>COMPARISON</u> LIKE UNLIKE SIMILARLY, LIKEWISE, IN THE SAME WAY(,) IN AN IDENTICAL MANNER(,) Cf./ cf. COMPARE</p>	<p><u>RESTATEMENT</u> IN OTHER WORDS, PUTTING IT ANOTHER WAY, TO PUT IT ANOTHER WAY, PUT DIFFERENTLY, PUT MORE SIMPLY, IN SIMPLE TERMS, , WHICH MEANS THAT IS i.e. THAT IS TO SAY, NAMELY, viz. ALSO KNOWN AS A.K.A. /a.k.a. OTHERWISE KNOWN AS</p>
<p><u>CONCESSION</u> THOUGH ALTHOUGH EVEN THOUGH ALBEIT DESPITE IN SPITE OF REGARDLESS OF UNLESS</p>	<p><u>EXEMPLIFYING</u> FOR EXAMPLE, / FOR INSTANCE, e.g. AN EXAMPLE? TAKE ... TO ILLUSTRATE (THIS), , TO NAME A FEW. LIKE , SUCH AS THINGS SUCH AS A CASE IN POINT AND SO ON etc. AND SO FORTH AND SO ON, AND SO FORTH</p>	<p><u>EMPHASIZING / HIGHLIGHTING</u> IN PARTICULAR, PARTICULARLY, SPECIFICALLY, ESPECIALLY NOTABLY, ABOVE ALL, NEEDLESS TO SAY, THE PROBLEM IS THE THING IS, THE QUESTION IS AS A MATTER OF FACT,</p>
<p><u>REASON & CAUSE</u> BECAUSE AS SINCE IN THAT THAT IS WHY WHICH IS WHY FOR THIS REASON / FOR THE REASON THAT BECAUSE OF THANKS TO OWING TO DUE TO TO CAUSE TO NECESSITATE TO SPUR ... IS/ARE RESPONSIBLE FOR ...</p>	<p><u>RESULT</u> TO RESULT IN AS A RESULT, CONSEQUENTLY, ERGO, THUS HENCE THEREFORE, SO,</p>	<p><u>SUMMARIZING</u> TO SUM UP, IN SUMMARY, IN SUM, SUMMING (IT ALL) UP, TO CONCLUDE, IN CONCLUSION, IT COULD BE CONCLUDED IN BRIEF (,) BRIEFLY (,) IN A WORD, ON THE WHOLE, ALL IN ALL, OVERALL,</p>

EXCLUSIVE HANDOUT # 2

❖ Demystifying Reading (and Writing!)

Read every day. As much as you can. It's the best way

- to expand your vocabulary,
- to improve your memory,
- to increase creativity,
- to learn grammar.

Excellent resource for reading, to start with: <http://futureofworking.com/>

More advanced stuff: <https://www.nybooks.com/> <http://blog.oup.com/> <http://spectrum.ieee.org/>

❖ Coherence and Cohesion. Old vs. New Information.

Coherence: being **clear** about the topic.

Cohesion: the grammatical and lexical **linking** within the chunks of a text.

Old vs. New Information.

- ✓ Sentences should **begin** with some “**old**” info (information already known/ introduced to the reader, **begin** a sentence with words or phrases from the **preceding** sentence).
 - ✓ Sentences should **end** with “**new**” information (that will become “old” in the forthcoming sentence).
- e.g. *This volume provides an introduction to communication science. The work defines communication, reviews its history, and provides a broad look at how communication research is conducted. It also includes chapters reviewing the most frequently addressed topics in communication science.*

Exercise. Which sentences (a) or (b) should follow this one? Mind : cohesion, coherence, old vs. new info.

I have watched a lot of action movies lately.

(a) *There are many moral issues in some of them. I liked “Star Wars.”*

(b) *Among the ones that I liked most is “Star Wars.” That’s probably because it deals with important moral issues.*

❖ Paragraphs. Logical Connectors/Transition Words/Discourse Markers/Signposting Words.

Paragraphs are often **divided by:**

- (1) a different thought pattern such as definitions or examples
- (2) a different organizing pattern (e.g., cause & effect, sequencing, or contrast)
- (3) a change of topic
- (4) sometimes a new paragraph simply continues the same topic, but breaks it up into more manageable chunks.

What are the **Functions of Paragraphs**? They

- (1) help with understanding, by signaling some of the changes we saw just above
- (2) give the reader a break – literally and figuratively – to process information
- (3) they make the page more inviting to read.

The **essential parts of the paragraph** are:

- (1) topic sentence
 - (2) supporting details (like pros and/or cons)
 - (3) concluding sentence (optional)
 - (4) logical connectors/discourse markers/transition words or sentence(s)
- (like forecasting statements “Now let’s turn to...”, lead-ins, such as a rhetorical question, “How important is this?”).
(*дуб. Darian S., Ilchenko O. Impact: Writing for Business, Technology and Science.- Kyiv: Akadempriodyka, 2012*)

NOTE. One sentence is NOT a paragraph! A page should have at least three paragraphs.

Also, VARY THE LENGTH (of paragraphs AND sentences!)

❖ Main idea

- Find the **topic** to identify the **main idea**. Preview your text and ask yourself, “What or who is this text about?”
- Read the **first and last sentences of the paragraph**. Authors often state the **main idea** there. It may sound as a **summary** of the other sentences in the paragraph.
- **Examples, reasons, and facts** should **support the main idea**. Pay attention to any **idea repeated/restated in different ways**, and **key word repetitions**.
- Look for **logical connectors of contrast**: they signal that the author is going to modify the previous idea. They are:
though / although / even though / albeit but however on the other hand yet conversely yet conversely in contrast
unlike on the contrary not so with nevertheless nonetheless still, regardless in spite of / despite even so
when in fact while whereas at the same time unfortunately, / sadly, / alas,

Sometimes the **main idea** could be **stated indirectly**, or **implied**, e.g.:

Many gifted students **flourish in** their **community and school environment**. **However**, some gifted children **differ** in terms of their emotional and moral intensity, sensitivity to expectations and feelings, perfectionism, and deep concerns about societal problems. **Others** do **not** share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these **difficulties**, the **school experience is one to be endured rather than celebrated**. (Source of text: <https://www.nagc.org/resources-publications/resources/myths-about-gifted-students>)

Implied Main Idea: *The idea that gifted students are happy and well-adjusted in school is a myth.*

❖ **Implications and Inferences. *Figurative Language (simile; metaphor, allegory, allusion, metonymy, personification, hyperbole, litotes) – див. підручник, розділ 9**

implication /1/ indication, hint, innuendo

/2/ involvement

/3/ conclusion, deduction

*the many faces of “**excuse me**” (**EXCUSE** me vs. excuse **ME**)

COMPARE: I forgot **mailing** the letter (*implication: I mailed it*). vs. I forgot **to mail** the letter (*implication: I didn't mail it*)

Exercise. *Identify the implication:* I tried **closing** the door. vs. I tried **to close** the door.

both yes and no; it depends; but that seems like a big if; may or may not (маркують застереження, ані так, ані ні)

myth міф (неправда) **an open question** невирішене питання

a “**mistake**” так звана помилка (насправді не помилка)

to escape detection /to be below detection не бути визначеним **to be less than** не перевищувати

I wish I could say otherwise...

***the other side of the coin** / ***flip side** зворотний бік медалі

to put it mildly, (маркує пом'якшену критику) **at the same time** водночас (маркує протиставлення)

by the way; incidentally (convey digression) до речі (маркують відхилення від основної думки (дигресію)

anyway (1)/anyhow (1)/*at any rate (1)/but I digress/getting back to the point – маркують повернення до основної думки)

seemingly / deceptive(ly) / seductively такий, що лише видається (it's easy VS. it's seductively easy)

It might seem/appear/be anticipated можна було б очікувати

At first glance/initially/On the surface на перший погляд/на поверхні

It is tempting//seductively easy спокусливо легко

Ideally, / In the ideal situation, В ідеалі,

Under ideal circumstances /In the ideal (perfect) world,/ In the best of all worlds,

Theoretically, .../ In theory, ...

but / however (if) але /

(a) проте /однак/ одначе

in the real world / realistically

in reality / in actuality

насправді

in practice (але) на практиці

a possible conclusion (IMPLICATION: other conclusions may be drawn as well)

one/a conclusion (IMPLICATION: one of many other possible conclusions)

A deeper problem is the superficiality of the author's treatment of scientific ideas.

(IMPLICATION: several other problems are mentioned above, and they are also deep).

It's **not impossible** (IMPLICATION: it's possible)

It's **not** that they are **unaware** of this fact. (IMPLICATION: in reality, they are aware of this fact).

The liquid **boils** at this temperature. (IMPLICATION: in all cases)

The liquid **has boiled** at this temperature. (IMPLICATION: in many cases)

The liquid **boiled** at this temperature. (IMPLICATION: in that case)

❖ **Classical Rhetoric and New Rhetoric. Ethos, pathos, logos. Arguments. Position of Arguments. Logical Fallacies**

Steven Toulmin's Model of Argument

obligatory

- Claim (thesis statement)
- Grounds (facts, evidence, data that answer the question “why?”)
- Warrant (implicit connection between the claim and the ground, or why the evidence supports the claim)

additional

- Backing (extra proof)
- Rebuttal/Reservation (counter-arguments and counter-examples)
- Qualifier (linguistic devices conveying various degrees of certainty and possibility)

(Toulmin S. *The Uses of Argument - 2nd edition, updated.* – Cambridge: Cambridge University Press, 2003)

Hermann Ebbinghaus Serial Position Effect: **put your weakest arguments in the middle and your strongest arguments in the start and the strongest – in the end.** (Ebbinghaus H. *On memory: A contribution to experimental psychology*).

EXCLUSIVE HANDOUT #3

- ✓ choose a **do-able** topic
- ✓ **relevant, preferably novel methodology**, though time-tested approaches are fine, too
- ✓ approximately 30 percent of your literature should involve recent resources, including *reliable* Internet resources (NO Wikipedia in *serious* research!)
- ✓ clear structure and language
- ✓ no logical fallacies (master fundamentals of critical argumentation, employ critical thinking)
- ✓
- ❖ “**How to Get the Article Accepted at American Anthropologist (or Anywhere)**” by Tom Boellstorff:
 - *be professional* (avoid typographical and grammar errors; mixed fonts, strange formatting etc.)
 - *link your data and your claims* (surprisingly often, authors present insufficient evidence for their claims: the data and argument of the manuscript are at cross-purposes with each other);
 - *avoid sweeping generalizations and other logical fallacies* (e.g., not enough evidence to support a theory)
 - *use citations effectively* (it is crucial to cite the relevant literature on the topic in the manuscript; however, avoid long quotes, stick with short ones);
 - *structure the manuscript* (the conclusion should not be too short, the subsections should be equal in length; introduction should be linked to the subject of the paper; the thread of one’s argument needs to be carried consistently throughout the manuscript).

(see: <http://onlinelibrary.wiley.com/doi/10.1111/j.1548-1433.2008.00034.x/pdf>)

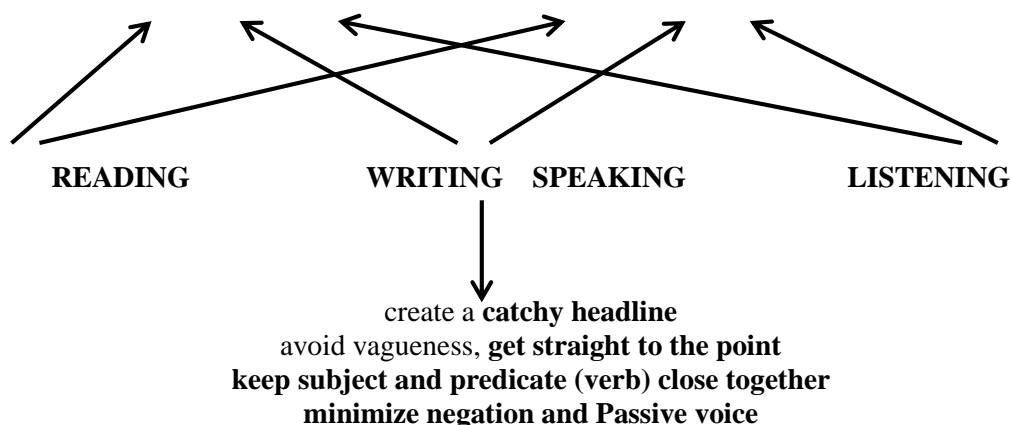
❖ Demystifying Secrets of Reading, Writing, Speaking and Listening

get the **gist/central idea/essence/point**

(*stated* OR *implied*) through the **clues/key words**

distinguish between **fact** and

opinion (the **point of view**)



“**start strong, finish strong**” (*Charles Euchner*)

“*Good writing is clear, persuasive, and a pleasure to read. It’s what we demand from novels and newspapers when we read for enjoyment. In academic life, a good writing style will help you to communicate complex ideas and information to a readership whose judgment matters to you. Examiners, editors, and reviewers know that clear prose reflects clear thinking: they value both highly. Put simply, writing well can enhance your career.*”

(*University of Cambridge Library staff*) (http://www.crim.cam.ac.uk/library/pdf/books_on_writing_well.pdf)

Useful Writing Resources:

Harvard College Writing Center

<http://writingcenter.fas.harvard.edu/pages/resources>

<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

<http://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

The University of Manchester Academic Phrasebank

<http://www.phrasebank.manchester.ac.uk/>

Purdue OWL (Online Writing Lab)

<https://owl.english.purdue.edu/owl/>

❖ **Editing tips OR “When in doubt, throw it out!”**

- **keep subject and verb close together**

DO NOT USE:

USE:

The purpose of this paper is to address ...
It is our conclusion that...

This paper aims to address... / This paper addresses...
We conclude that ...

- **use more verbs instead of set phrases with verbs**

~~make use of~~ – use

~~we made the analysis of~~ – we analyzed

~~are in agreement with~~ – agree

~~perform conversion~~ – convert can ~~result in reducing~~ – can reduce

~~is an illustration~~ – illustrates

~~in this paper we describe~~ – this paper describes

- **use more gerunds (it’s current trend!)**

the purpose is ~~to improve and to expand~~ - improving and expanding

- **avoid double negation:**

~~not impossible~~

~~this is not to deny~~ to admit/acknowledge

~~not unless~~ – only if

~~not without interest~~ – with interest

- **use active vs. passive voice whenever possible:**

~~will be equipped with~~ – will have

~~is used to develop~~ – develops

~~is engaged in providing~~ – provides

~~As can be seen from table 7...~~ – Table 7 shows

It’s OK to use phrases like:

~~At Z, X is manufactured~~ – Z manufactures X

“it could be concluded”

~~recently done~~ research – recent research

“this technology is (being) widely used (today/now)”

- **rephrase complex grammar constructions:**

the approach ~~that was used~~ ~~that we need more time is obvious~~

~~what I mean to say is that ...~~ can ~~result in reducing~~ – can reduce

the images ~~that represent~~ information – the images representing information ~~in an alphabetical order~~ – alphabetically

It is surprising Surprisingly,

~~There is/are~~

~~There are~~ many points in this paper. – This paper has many points.

~~for the solution of the problem~~ – to solve the problem / for solving the problem

- **revise lexical bundles:**

the fact ~~that~~ oftentimes small ~~in size~~ a ~~duration of~~ 3 days ~~close~~ proximity

the materials ~~used~~ the results ~~obtained~~

~~very~~ important

~~really very~~ – really **OR** very

~~time period~~ – time **OR** period

as ~~per~~ usual

~~end~~ result ~~final~~ outcome

~~in order to~~ for the ~~purpose of~~

by ~~means of~~

~~in the attempt to~~ – attempting

~~in the event of~~ – if

~~has/have the ability to~~ – can

~~by using~~ – by **OR** using

~~by using~~ – with

a ~~very large number of~~ – numerous

~~from a different angle~~ – differently

in its turn,

~~and~~ both... and...

Have ~~a~~ fun!

I’m not ~~this~~ that kind of person. I’m not ~~a~~ the kind/type of person who tries to seem smart.

- **use –ly openers:**

~~But what is more serious is the fact that...~~ More seriously, ...

~~If we take into account architecture,~~ Architecturally, ...

- **eliminate “empty phrases”, like “as a matter of fact”, “a kind of / a sort of.”**

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❖ **IMRaD Article Structure: (bA)(f)AIMRDC(a)rb**

*brief abstract – foreword – abstract -introduction – method(s) – results – discussion – conclusions –
acknowledgement(s) – references- biographies*

Our suggested edit of the abstract written by Marianna Iakymenko:

The article deals with the concept of «infographics», which has recently become a key in the sphere of visual communication, and therefore requires ~~not only~~ **both** practical **and** ~~but also~~ theoretical understanding. ~~The basic definitions of «infographics» have been presented and systematized, its main tasks in the modern media have been analyzed.~~ **We systematize the definition of infographics and analyze its main tasks in modern media.** ~~It has been determined that the main purpose of this phenomenon is to improve~~ **improving** the process of ~~(the) perception of information~~ **information perception**, its transmission ~~in~~ **to transmit** a compact and visually attractive message. ~~As a result, it has been found out, that~~ infographics is a new method of information environment and functions as an independent genre of mass media.

❖ **Writing Essays**

ARGUMENTATIVE ESSAYS' WRITING BLOCKS

<p>I N T R O D U C T I O N</p>	<ul style="list-style-type: none"> ✓ start with a “hook” ✓ main (thesis, topic) sentence is the “roadmap” of the essay ✓ provide background or context (why is it important?) ✓ sentences should be logically connected 	<p>a “hook” is</p> <ul style="list-style-type: none"> ▪ a famous quote (but NOT a long one!) ▪ a definition ▪ a little known or striking fact ▪ statistics ▪ a rhetorical question ▪ a joke ▪ a statement which stresses the importance of the topic ▪ contradiction – someone else’s opinion (opposite of yours) ✓ thesis statement is NOT a fact, it’s the author’s <i>specific</i> opinion
<p>B O D Y</p>	<ul style="list-style-type: none"> ✓ each paragraph has only one thesis statement (one point of view) ✓ every paragraph sufficiently supports thesis statement, explains “why” and “how” ✓ the first paragraph should tell us a <i>pro</i> (<i>on the one hand...</i>) and the second a <i>con</i> (<i>on the other hand</i>) ✓ the second paragraph should state something of greater significance (<i>more importantly, ...</i>) ✓ when stating <i>pros</i> and <i>cons</i>, state <i>cons</i> in a paragraph right before the conclusions ✓ sentences in paragraphs should be logically connected ✓ mix short and long sentences ✓ avoid obscure, vague language ✓ avoid diverting from the topic (NO digressions) ✓ do NOT use phrases undermining author’s credibility (<i>If I’m not mistaken, I’m not an expert in ...</i>) ✓ NO repetition of ideas! 	<ul style="list-style-type: none"> ▪ a brief definition may belong in the introduction, but a more detailed one belongs in the first paragraph after the introduction ▪ paragraph structure: <ul style="list-style-type: none"> ○ topic sentence –support sentences; ○ general to specific to more specific statements or ○ specific to general or ○ known to unknown or ○ least important to most important ▪ each sentence should clearly relate to the one before it. <p>USE:</p> <ul style="list-style-type: none"> ✓ synonyms to restate ideas ✓ logical connectors (discourse markers): <p><i>of succession: First, / To start / First of all / To begin with ... ; Second, ... Finally...; Most importantly, ...;</i></p> <p><i>forecasting statements: (Now) let’s turn to .../take a look at...</i></p> <p><i>to state pros and cons: on the one hand, ... on the other hand, ...</i></p> <p><i>to show the result: therefore, thus, consequently, as a result,</i></p> <p><i>to show contrast with the previous idea: however, nevertheless, on the other hand</i></p> <p><i>to give an example of the previous idea: for example, for instance, to illustrate</i></p> <p><i>to add a more important idea: more importantly, what’s more</i></p> <p><i>to add another idea: in addition, furthermore, also, moreover, what’s more</i></p> <p><i>to emphasize an idea: in fact, in particular</i></p>
<p>C O N C L U S I O N</p>	<ul style="list-style-type: none"> ✓ summarize thesis statement ✓ NO new and detailed information! ✓ sentences are logically connected. ✓ show importance of the topic ✓ write effective closing statement ✓ show the significance of your findings 	<ul style="list-style-type: none"> ✓ paraphrase and summarize the main argument of the essay ✓ the conclusion is a general statement ✓ make a final strong comment on the topic (“wow statement”) <ul style="list-style-type: none"> ○ end with the significance of your point ○ relate your conclusion to the hook sentence(s) from the introduction ○ end with a prediction or a recommendation

Повний список екзаменаційних тем уточнюйте у викладачів!

EXCLUSIVE HANDOUT #4

❖ Listening and Speaking Tips

- ✓ **Watch and listen to podcasts, TED talks, YouTube** videos.
- ✓ Listen to **songs** (lyrics are available online, too:). Watch movies in English. As much as you can.
- ✓ **Listening** is the key to communication. *LISTENING* is much more than just *HEARING*.
If we do not listen well to what is being said, we can easily misinterpret the message, and we can easily be misunderstood.

Practice **active listening**:

- ask the right questions
- rephrase/restate/re-word what the other person said
- stay on a limited amount of topics

❖ Effective Communication Tips:

- *always start with a smile, and watch people's eyes (maintain eye contact)*
remember: everyone smiles in the same language!
- *admit it when you don't know the answer or have made a mistake*
- *if you have to disagree with the other person, give the reason(s) first, then say you disagree*
- *have a positive mindset (be "charmingly positive": offer a compliment, avoid criticism, be polite, avoid boring, negative topics (e.g. politics, religion, money, life choices etc.))*
- *don't complain, avoid negativity*
- *avoid gossip*
- *look for common ground (core commonality): something you have in common with someone else*
- *find inspiration, feel passionate about what you do*
- *be curious, be confident, be successful, be honest, be genuine, have fun!*
- *learn to tell stories*
- *always try to do your best*

REMEMBER: Impressions are made within 30 seconds of meeting someone.

*Communication requires very **finely-tuned sense of empathy** (mutual understanding) to build **rapport** (understanding, harmony), and adequate **conversational techniques**.*

- ✓ *The **FIRST** thing people notice about your English is **pronunciation**. If your pronunciation is good, you'll appear to be more fluent (even if you're not). Bad pronunciation makes your English sound worse than it really is.*
 - ✓ *Learn to read the emotions, and display your understanding of them: give feedback/response (зворотний зв'язок), like deep follow-up questions.*
 - ✓ *Listen to your intuition ("gut feeling").*
 - ✓ *Conversation is about: information and entertainment.*
 - ✓ Focus on **pronouncing** words, phrases and sentences properly.
 - ✓ **Use pauses** (the so-called "Sir Winston Method")
"Using pauses gives your audience time to reflect on your words, and start making connections with their own experiences or knowledge in real time... Pause immediately before and immediately after a key word (or phrase). The preceding pause signals "listen up", while the succeeding pause says "put that in your memory."
<http://sixminutes.dlugan.com/pause-speech/>
 - ✓ **Talk.** Learn the art of **small talk**, chattering, **socializing**, interacting with people.
 - **Bid NO-NOs (forbidden topics):** politics, religion, money; life choices.
 - **Proper etiquette and body language (good beginning and ending, personal space, no interrupting, a handshake, eye contact, NO PHONE!**
 - **Reciprocate, and rephrase people's words :**
(THAT'S A VERY POWERFUL TECHNIQUE for mutual understanding)
- e.g. - *I'm interested in...*
- *So (you said) you are interested in...*
- **If necessary, don't hesitate to say: "Can you help me?"**
 - **If rejected, don't panic.**

- **Some “ice-breakers”** (conversation starters): weather, food, music, hobbies.

Hi/Hello, I'm/my name is And you are

That's a lovely name; are you named after someone?

Do you know what your name means?

How are you doing today?

I can't believe how cold/hot/beautiful it is today.

Nice earrings/tie/outfit/color!

What is your middle name?

When's your birthday?

What are your hobbies? What do you like to do in your spare time? What do you like to do to relax?

Are you here with colleagues? Are you speaking at this event?

I'm tired of talking to my colleagues. I see them all the time. What are you guys talking about?

Do you enjoy sports/music/...?

What type of music do you like?

What's your favorite artist or band?

Do you play any instruments?

Do you like reading? What type of books?

What is your favorite holiday?

What is your favorite day of the week?

What kind of food/drink is that?

What's your favorite food?

What type of movies do you like?

Do you have a favorite movie?

How many languages do you speak?

Did you go to college? What was your major?

Where are you parents from? Where did you grow up?

Oh, did you hear about... ?

What's your favorite place that you have visited?

What are you passionate about?

What's your dream job? Why?

What do you like about your current job.

Do you have/Have you got any siblings? / Do you have any brothers or sisters?

What was the last thing you purchased?

Are you a saver or a spender?

What did you do this past weekend? What are your plans for this weekend?

If you could meet anyone in history, who would it be?