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ENGLISH FOR ACADEMICS

A communication skills course for tutors, lecturers and PhD students

In collaboration with the British Council

BOOK 1

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781107434769

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First published 2014

Printed in Poland by Opolgraf

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-43476-9 Book with online audio

Additional resources for this publication at www.cambridge.org/elt/english-for-academics

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Introduction

Did you know that most communication in English around the world takes place between non-native speakers using English as a *lingua franca*? This is very often the case when academics communicate with each other within their specialisms.

If you are attending classes to improve your English in order to take part in international communication in your academic field, this coursebook is intended for you. It deals with topics and situations that you will find relevant and helpful, such as:

- presentation skills
- academic correspondence
- conference announcements and calls for papers
- grant proposals
- reading and writing abstracts
- understanding lectures and discussions
- social situations, e.g. interaction with colleagues from other countries, or making travel and accommodation arrangements

To get started, you will need to have a lower-intermediate level of English (equivalent to B1 on the Common European Framework of Reference). The book focuses on communication through the four skills of Listening, Speaking, Reading and Writing, and in class time you will be involved in challenging tasks and interesting activities together with your fellow learners. But please remember that you will also need to make time to work outside class hours in order to make significant progress in English.

Be ready to experiment with your English. It doesn't matter if you make some mistakes – nobody is perfect!

Reading

module 1

In this module you will:

- read a range of common academic tests
- develop your ability to read confidently and efficiently

Unit 1 International academic conferences

By the end of this unit you will be able to

- scan conference programmes for relevant information
- identify the main point or important information
- guess the meaning of unknown words from context
- understand and use the vocabulary of conference announcements

Lesson 1 Conference announcements

Lead-in

1 Work in groups and discuss the questions. Then briefly tell the class what you have learned.

1 How often do you take part in international conferences? Have you ever given a presentation at one? If yes, in which language did you present?
2 Where do you usually get information about conferences?
3 When you read a conference announcement, what information do you look for first?

Reading focus

2 Look at the titles of five conferences (A–E). Which would be interesting to the following people?

1 a biologist
2 a data-protection expert
3 an MBA lecturer

A
2nd International Conference on Environmental Pollution and Remediation

B
World Congress on Internet Security

C
Culture, Mind, and Brain: Emerging Concepts, Methods, Applications

D
Cultures of Decolonisation: 1945–1970

E
Third Annual Academic Conference on Social Responsibility
Sustainability: Issues and Strategies

3 Check the meaning of the words/phrases in bold. Then answer the questions.

Which of the conference titles

1 may **relate to** conference(s) dealing with health issues?
2 seem(s) like an announcement of a **regular event**?
3 **address(es) issues** connected with a specific period of time?

4 Look quickly at this text and answer the questions.

1 What is its purpose?
2 What information can you get from it?
3 What types of words (e.g. articles) are missing?
4 Can you work out the general meaning based only on the content words?

_____ IADIS e-Learning 2013 conference aims _____ address _____ main issues _____ concerns _____ e-Learning.

_____ conference covers _____ technical _____ non-technical aspects _____ e-Learning. Main topics _____ identified. However, innovative contributions _____ don't fit into these areas _____ also be considered _____ they might be _____ benefit _____ conference attendees.

Acceptance _____ based primarily _____ originality, significance _____ quality _____ contribution.

5 Skim the following announcements focusing on content words and match them with three of the conference titles from Activity 2.

1 Title: _____

Location: California, USA
Date: 19–20 October 2013

The aim of this two-day conference is to highlight emerging concepts, methodologies and applications in the study of culture, the mind and the brain, paying particular attention to:

- cutting-edge neuroscience research that is successfully incorporating culture and the social world;
- the context in which methods are used as well as the assumptions that shape research questions; and
- the kinds and quality of collaborations that can advance interdisciplinary research training.

email: cmb@cmb135.org

2 Title: _____

Host: McGill University, International ASET Inc.
Organisers: International ASET Inc.
Deadline for abstracts: 15 March 2013

ICEPR is a series of international conferences held yearly. These conferences focus on *all aspects of Environmental Science, Engineering, and Technology. After successfully* holding the first ICEPR in Ottawa (Canada), International ASET Inc. will be hosting the next conference in Montreal. The aim of ICEPR '13 is to bring together the Canadian and international communities working in the field of environmental sciences, engineering and technology, and to foster an environment conducive to recent advances in this field. This conference will also provide a golden opportunity to develop new collaborations and gather world experts on the different topics including pollution detection, environmental remediation and pollution prevention. Through the 2nd conference, a great opportunity to share knowledge and expertise will be created, taking advantage of the synergy of the 1st conference. The ICEPR '13 program will include invited keynote talks, oral presentation sessions, and poster sessions.

Email: icepr2013@icepr489.com

3 Title: _____

Location: Ontario, Canada
Date: 6 October 2013

WorldCIS-2013 is an international forum dedicated to the advancement of the theory and practical implementation of security on the internet and computer networks. The inability to properly secure computer networks against emerging threats and vulnerabilities, and sustaining privacy and trust, have been a key focus of research.

Email: info@wcis396.org
Visit the website at www.wcis396.org

6 Look again at the conference announcements in Activity 5 and complete the table.

Announcement	Location	Theme/Purpose	Organisers	Contact
1				
2				
3				

7 Answer the questions about the three announcements.

1 What is the last possible date for sending a summary of your research to one of these conferences?
2 Which conference(s) focus(es) on challenges presented by the development of technology?
3 Which event is part of a conference chain (more than one event on the same topic)?
4 In which city does the 2nd International Conference take place?
5 Which announcement mentions the length of the conference? What is it?

Vocabulary focus

8 Find the following words in the conference announcements. What parts of speech (nouns or verbs) are they in the texts?

advance share shape focus host study trust aim highlight research

9 Complete the sentences with words from Activity 8. First, decide which part of speech it should be. In one sentence, more than one answer is possible.

1 Glasgow University's Centre for Drug Prevention Studies is to _____ a conference on 20 April, aimed at assessing new rehabilitation methods.
2 Professor Samuelsson's talk has to be the _____ of this year's forum.
3 The _____ of cross-cultural differences in the development of research methods, nomenclature and research organisation between different national and geographical traditions is our first objective.
4 Other factors, like the institutional need to _____ knowledge, to publish, to engage in research, and to generate performance indicators, would remain challenges for modern academia.
5 The _____ of this sign proves its hieroglyphic origin.
6 Schools must get regular feedback from the communities they _____ to serve.

10 ***Match the words (1–7) with the correct definition of the word as it is used in the announcements in Activity 5.***

1 session
- **a** a formal meeting or series of meetings of an organisation such as a parliament or a law court
- **b** a period of time or meeting arranged for a particular activity

2 key
- **a** a piece of metal that is used for opening or closing a lock, starting a car engine, etc. (noun)
- **b** any of the set of controls that you press with your fingers on a computer or musical instrument to produce letters, numbers or musical notes (noun)
- **c** very important and having a lot of influence on other people or things (adj.)

3 to hold
- **a** to take and keep something in your hand or arms
- **b** to believe an idea or opinion
- **c** to make something, especially a meeting or an election, happen
- **d** to have something, especially a position or money, or to control something

4 culture
- **a** ways of working that are typical of an organisation
- **b** *the ways of life, customs and beliefs of a group of people*
- **c** activities involving music and the arts
- **d** the act of growing crops

5 forum
- **a** a situation or meeting in which people can talk about a problem or matter especially of public interest
- **b** a place on the internet where people can leave messages or discuss particular subjects with other people

6 to advance
- **a** to go or move something forward
- **b** to pay someone some money before the regular time
- **c** to develop or improve something

7 particular
- **a** special, great
- **b** specific, this and no other
- **c** demanding that close attention should be given to every detail

Follow-up

11 **On the internet, find a short conference announcement, and save it. Delete all service words (articles, prepositions, etc.) from the text, as in Activity 4.**

12 **Work in pairs. Give each other your gapped texts and try to complete them. Was it difficult to do? Why/Why not?**

Lesson 2 Calls for papers

Lead-in

1 Look at these expressions with the word *paper*. Which ones have the same meaning of *paper* as in the title?

1 to paper walls
2 a paper on nanotechnology
3 to recycle paper
4 a paper outline
5 a foreign policy paper
6 paper money
7 to submit a paper
8 a paper document

Reading focus

2 Make sure you understand the meaning of these words and phrases from a call for papers.

- to provide a platform
- to submit papers
- areas of research
- registration fee
- to announce
- interdisciplinary
- welcome contributions
- take place
- abstracts

3 Work in pairs. Where do you think the words and phrases in Activity 2 will appear in a call for papers?

a near the beginning
b in the main part
c near the end

I think 'to provide a platform' will appear near the beginning because it will explain the aim of the conference.

4 Complete the text below with words and phrases from Activity 2. How many of your predictions were correct?

First International Young Scholars Symposium
Discourse, Ideology and Society (DIS)
Organised by the Discourse and Culture Academic Society (DISCAS)
Łodź, Poland, 18–20 March 2014
Call for papers deadline: 10 September 2013
First Circular – Call for Papers

We would like [1] _____ that the first international young scholars symposium on *Discourse, Ideology and Society* will [2] _____ in Łodź, Poland, on 18–20 March 2014. Our goal is [3] _____ where young researchers can share their expertise, interests and passion for discourse and its multiple social, political, and cultural contexts.

This [4] _____ conference intends to explore the notion of discourse as socially constituted, historically shaped and ideologically conditioned, and to promote multidisciplinarity and integration across various fields of discourse and representation-related research. Bridging the gap between qualitative and quantitative approaches, we want to look for new solutions and tools that will allow us to cope with methodological challenges and will make it possible to address the discourse-society dialectics in a novel and comprehensive way.

We [5] _____ from all of the following areas: linguistics, sociology, political studies, psychology, journalism and media studies, advertising, culture studies and business communication. The contributions of BA, MA and PhD students and young researchers are particularly encouraged. Possible [6] _____ include, but are by no means limited to, the following:

- perspectives on discourse and communication
- qualitative and quantitative methodologies in discourse studies
- political discourse and communication
- stereotypes and discrimination in discourse
- discourse, ideology and conflict
- persuasion, manipulation and propaganda
- business and corporate communication
- advertising discourse
- visual communication

Confirmed keynote speakers

- Professor Piotr Staskowsky
- Dr Christopher Hook
- Professor Jason Gardener

Abstract submission

Papers will be allocated 20 minutes plus 10 minutes for questions. The language of the conference is English. [7] _____ of no more than 350 words (excluding references) should be sent by email as a Word attachment to conference@FIYSS.pl by 4 November 2013. Please include your name, affiliation, email address and paper title in the body of the email. Notification of acceptance decisions will be communicated via email by 10 January 2014.

Proceedings

Presenters will be invited [8] _____ based on the general theme for publication in a post-conference volume. A selection of papers will also be published in *Łodź Papers in Pragmatics* in printed and electronic formats.

Registration

The [9] _____ covers a set of conference materials, coffee breaks with refreshments and access to internet facilities. The regular fee is €70. Participants from Poland, East European countries and other developing states (please contact the organisers to check if you qualify) will be offered a reduced fee of €40 (160 PLN, conference fee). Fees should be transferred by 11 March 2014 to **this** bank account.

5 **Read another call for papers and put paragraphs A–E in the correct order.**

Mid-Atlantic Conference on British Studies
Location: Pennsylvania, US
Call for Papers Date: 2013–08–21

A ☐

We welcome participation by scholars of history, literature, anthropology, art, politics and related fields. We will accept complete panel proposals as well as individual paper proposals if they can be integrated into a viable panel.

B ☐

The Mid-Atlantic Conference on British Studies will hold its annual meeting on 21–22 April 2014 at Pennsylvania State University, Abington. The Abington Campus is located in suburban Philadelphia 12 miles from the city centre. It is connected by road and rail links to central Philadelphia.

C ☐

Proposals should include a brief (no more than 250 words) abstract of the paper and a curriculum vitae. Full panel proposals should also include a concise description of the panel's overall aim and indicate which panel member will serve as the primary contact.

D ☐

All submissions must be received by 20 December 2013. Please submit proposals via email to: Dept. of History, College of William and Mary.

E ☐

The MACBS, an affiliate of the NACBS, solicits proposals for panels and papers on Britain, the British Atlantic World, and the British Empire broadly defined.

6 **Look again at the texts in Activities 4 and 5.**

1 Which of them include(s) the following?
- **a** contact details
- **b** subtopics
- **c** deadline for submission of proposals
- **d** keynote speakers
- **e** registration fee details

2 Where are you most likely to find these calls for papers?

7 Answer the questions about the two texts.

1 Why are the 'call for papers' dates written in different ways: *2013-08-21* and *10 September 2013*?
2 How can you get to the Mid-Atlantic Conference venue (site) from downtown Philadelphia?
3 Can an American scholar attending the symposium in Poland be eligible for a reduced fee?
4 What does *MACBS* stand for? Can you guess the meaning of the N in *NACBS*?
5 When will the Young Scholars' Symposium applicants learn if their papers have been selected?
6 What two types of proposal can you submit to the Mid-Atlantic Conference on British Studies?
7 What information do you have to include if you submit a panel proposal to *MACBS*?
8 What kind of participants are especially welcome at the conference in Poland?

Vocabulary focus

8 Match words 1–7 to words a–g to form conference-related collocations. Try to do it without looking at the texts.

1 keynote	**a** conference
2 submit	**b** speakers
3 curriculum	**c** attachment
4 an interdisciplinary	**d** vitae
5 a call for	**e** an annual meeting
6 a Word	**f** papers
7 hold	**g** a proposal

9 Complete the gaps with prepositions. Sometimes there is more than one possible answer. Then check your answers in the texts.

1 submit proposals _____ email
2 organised _____ the Discourse and Culture Academic Society
3 the Mid-Atlantic Conference _____ British studies
4 based _____ the general theme
5 _____ printed and electronic formats
6 bridging the gap _____ qualitative and quantitative approaches
7 to cope _____ methodological challenges
8 fees should be transferred _____ 11 March 2014

Follow-up

10 Search online for a conference related to your subject or research area.

11 Present details of the conference to the class and explain your choice. Why does the conference or call for papers appeal to you (e.g. the topic, research or publication opportunities, keynote speakers)?

Lesson 3 Academic and professional events

Lead-in

1 Look at the list of academic and professional events. Which of them take place online and which involve face-to-face interaction?

- an e-conference
- a video conference
- a round table
- a webinar
- a forum
- a summer school (university)

Reading focus 1

2 Look quickly through Texts A–D. Complete them with the types of professional events below. There is one event you do not need.

- a summer school
- a webinar
- a round table
- an e-conference
- a forum

A

ICNC's Academic [1]_____ are a series of online talks and visual presentations on critical ideas, cases, and questions related to civil resistance and nonviolent movements. They are intended for general learners, students, and interested professionals.

These hour-long [2]_____ are offered bi-weekly, typically on Thursdays from 12–1 p.m. EST. Scholars deliver 30–40 minute presentations, which are followed by a 20–30 minute question-and-answer session. Preliminary readings may also be recommended prior to the presentation and will be sent in advance to those who register for the [3]_____ .

B

Date: 29–31 March 2014
Venue: Hotel Aerostar, Moscow

The [4]_____ will feature: plenary talks and discussions, practical workshops, discussion groups, open space, online coverage and much more.

If you are interested in speaking at the [5]_____ , please complete the speaker proposal form and return it to elisp22@ristuu.ru by 11 March.

If you would like to participate as a delegate please complete the online registration form by 25 March.

The participation in the [6]_____ is free for all registered delegates. This includes access to all sessions, welcome pack, coffee breaks and lunches.
Certificates of attendance will be provided at the end of the [7]_____ .

International delegates will need to arrange their own visas, accommodation and transport. We will be happy to provide confirmation of attendance and advice on visa and accommodation.

C

The [8]_____ will take place between 27 June and 1 July, 2014 in Budapest, Hungary.

[9]_____ participants are expected to have at least started their graduate studies and have basic training in one of the related disciplines: either the psychological sciences / neuroscience, or in mathematics / computer science, broadly defined. The course will also be appropriate for post-docs and junior faculty.

Working knowledge of general issues in the areas of perception, memory, linear algebra, and neural networks will be useful. Undergraduates without a university degree will not be considered.

The language of the [10]_____ is English; thus all applicants have to demonstrate a strong command of spoken and written English to be able to participate actively in discussions at seminars and workshops. (In some instances, short-listed applicants may be contacted for a telephone interview.)

D

Registrations are welcome from PhD students studying any aspect of substance use or misuse (or closely related topic) in any country. Participation in the [11]_____ is free.

The [12]_____ will run from 23 April to 27 April 2014 and will be accessible 24 hours a day. The key aims are for PhD students to learn about each other's work and to build new networks.

PhD student contributions can take the form of slide show presentations, podcasts, Word documents, audio or visual recordings (maximum file size = 10 Mb, although links can be provided to larger files hosted elsewhere, such as YouTube videos). Feel free to contribute any material relating to your research that is likely to interest others.

Video and instant-chat facilities are also available.

The [13]_____ materials will be accessible to anyone who chooses to log on to the [14]_____.

3 **Suggest a title for each of the events. You can look at the conference titles in Lessons 1 and 2 for help.**

4 **Answer these questions about the events in Activity 2.**

Which event(s):

1 do(es) not involve travel expenses?
2 are the longest (five days)?
3 is/are a series of sessions?
4 may require participants to be equipped with a headset?
5 is/are face-to-face?
6 allow(s) you to participate at any time both during the day and at night?
7 offer(s) a variety of forms of participation?
8 can be viewed without registration as a participant?
9 is/are delivered in 60-minute units?

5 Work in pairs. Look again at events A–D in Activity 2. Make notes on one of the following questions. Then ask your partner questions about your information. How much can they remember?

Student A: Who can participate in the events described in Activity 2?
Student B: What are the times and lengths of each event?

6 Complete the table with names of sessions or forms of participation most typical of the following professional events. Use events A–D and examples from your own experience.

Academic conference	Webinar	Forum	E-conference	Summer school
	instant chat			

Reading focus 2

7 Look at Texts A–C below. What type of conference session do they describe?

A

The traditional format for an input session. In this type of session, members would expect the speaker/s to spend most of the time addressing them with short periods for questions or short, focused tasks. This would normally be accompanied by a slide show presentation and a summarising handout. Members would expect to leave the session having benefited primarily from the speaker's knowledge and expertise in a specified area.

B

These sessions can take multiple formats. One approach is to create a small group space for those interested in the same issue. This approach involves sitting in a more circular arrangement to enable greater conversation between session participants. This can aid interaction and dialogue, especially across a range of contributors. This format is designed to enable people to participate in conversation and to hear more clearly what others are saying by being able to see people's faces. This type of session works best if a clear topic is agreed upon in advance, even if it is a broad theme.

C

At a designated time slot, presenters will be asked to stand next to their visuals and explain the content and answer questions for interested delegates. All presentations will take place at the same time and place, making for a busy and interactive area of the conference venue, which is ideal for generating discussion. Please note that your materials must be informative and must not include advertising. Presentations generally last for 45 minutes; all the materials will be on display throughout the conference and available for viewing during breaks.

8 Choose the best answer to finish each statement. Check your answers in Texts A–C in Activity 7.

1 It is inappropriate to include in a poster
   a research findings and major references.
   b any information aimed at making profit.
   c the presenter's affiliations.

2 In a paper presentation or talk, most of the speaking is done by
   a one or two carefully selected participants.
   b *most of the participants in a heated discussion.*
   c a chosen board of experts in the field.

3 A session that involves a number of conference participants in the discussion of a topic of fairly general interest is called
   a a talk.
   b a poster session.
   c a round table.

4 Of all the three types of session, a poster presentation is
   a the most typical of academic conferences.
   b the richest in visuals.
   c the one that needs most moderation by the chair.

5 The most valuable knowledge in a paper presentation or talk comes from
   a handouts and visual aids.
   b a lengthy opinion exchange.
   c the speaker's experience.

Vocabulary focus

9 Look at Texts A–C in Activity 7 and find adjectives which are similar in meaning to the following. Which nouns do they describe?

1 carrying the main points *informative (materials)*
2 general, without detail
3 fixed, arranged
4 concrete, defined
5 customary, usual
6 having a narrow, specific purpose
7 crowded, with a lot of people

10 Think of a professional event you have attended recently. Describe it to a partner or the class using suitable expressions from Activity 9.

Follow-up

11 Search online for descriptions of different session types, preferably in your area of study. These are normally given on professional association sites. Share your findings with the class.

Unit 2 University teaching, learning and research

By the end of this unit you will be able to

- recognise the main information in academic texts
- predict what a text will be about
- distinguish main ideas from supporting details
- understand relations between parts of a text through the use of linking words/phrases
- guess the meaning of new words/expressions from context

Lesson 1 Teaching and learning at higher education institutions

Lead-in

1 Work in pairs. Look at the list and tick the things which help you decide if an article or a book is worth reading.

in an article
- the title
- the illustrations
- the preview
- the first sentence of each paragraph

in a book
- the genre
- the author's name
- the table of contents
- the index
- the notes on the cover

Reading focus 1

2 Work in pairs. Read the titles of two articles from a postgraduate prospectus. Choose the sentences that best describe the contents.

1 'Distance-learning health courses make a world of difference.'
   a Distance education in the world is spreading.
   b Online courses in Medicine are special.
   c Online courses help people to stay healthy.

2 'Education for the real world.'
   a Universities do not always teach what students need.
   b Higher education is now easy to obtain.
   c What you study should prepare you for future work.

3 Try to predict what the articles under these titles may be about.

- Arts and minds
- In deep water

4 Quickly read the extracts (A–D) below from four different articles in the prospectus. Match titles 1–4 to the correct extract.

1 Distance-learning health courses make a world of difference
2 Education for the real world
3 Arts and minds
4 In deep water

A

Many of us are often forced to choose between arts and science during our education, [1]**which** can frustrate those who are fascinated with both disciplines. Happily, the crossover between the two subject areas is becoming more widely recognised. So, if you have an artistic talent as well as an interest in science, there are plenty of postgraduate degrees that combine both. 'A basic knowledge about science would help many artists creatively,' says Mariano Molina, an Argentinian artist who is collaborating with scientists at the University of Leicester on a project about how people perceive art. 'Science and art have very different environments with regards to study and work, but my advice is to be as open as you can, as [2]**both** can be really enjoyable.'

There is no doubt that this collaborative mentality is spreading. Central Saint Martins College of Art and Design has become the first art school in the UK to launch an MA in Art and Science. The course, which started in September 2013, encourages students to collaborate with scientists on an in-depth project of their choice. Suggestions have so far covered everything from anatomy and neuroscience to gender and identity.

B

Autumn 2013 saw the launch of several distance-learning MScs, increasing the range of online health-related courses taught by more than 50 UK universities and medical schools. At the University of Edinburgh, the new online MSc in Non-Communicable Diseases takes the number of online courses offered by the College of Medicine to 15.

Dr Liz Grant, Programme Manager at the university's Global Health Academy, explained that the decision to develop the courses came out of a recognition that taking time out to travel to the UK for a year or two is not practical for many health practitioners in developing countries.

'[3]**This** was a way of enabling people who are still at the coalface* to study but continue to work,' she said. 'When someone's based in-country, it means that they're able to be in touch with local data and apply [4]**their** learning directly, and to learn through their work.'

**who are still at the coalface* = who are still working

C

Engineers, traditionally seen as experts in the built environment, are now turning their attention to the issue of water shortages. And there is no single cause of water scarcity, the whole water cycle – and the way we make use of it – has to be managed as sensitively and innovatively as possible. This area of engineering, known as water management, is set to become one of the coming decade's greatest challenges.

The effect of water shortages means that ongoing work can be found – and will be needed – all over the world. Peter Duffy, head of civil engineering at United Utilities, explains how water companies are experiencing a revolution. '[5]**We** have been transformed in recent years in terms of ensuring sustainability,' he says, adding that trained water professionals and academics will be essential assets to the water business, both now and in the future. 'They will play a key role in advising governments about the risk that future challenges pose, and providing solutions to [6]**these**'.

In the UK, universities have already been gearing up to meet the demand for a new generation of water experts. Postgraduates choosing [7]**this path** tend to have already studied in a related field, such as engineering, geography, biology or mathematics, but consideration is often given to those educated in unrelated subjects who can demonstrate their enthusiasm and knowledge. What is needed, universities argue, is innovative thinking and committed individuals who are prepared to join forces with the water companies, charities and organisations that are embracing the need for change.

D

Our goal in Bath is to equip students with the education and skills necessary to develop a successful career in a competitive world. We have very close relationships with industry and the public sector, [8]**which** means what we teach you and the research you undertake has relevance to the real world.

Our students are motivated and career-orientated. They understand that entry to the University of Bath is highly competitive, but they also know that as high-calibre students they are themselves in demand. We therefore strive to offer programmes that satisfy their needs and facilities that meet their expectations.

Academic life in Bath is centred on the Faculties of Engineering and Design, Humanities and Social Science; Science; and the School of Management. All our academic departments are highly active in research. [9]**This** not only benefits students undertaking research degrees, but also fosters an environment of discovery and innovation that is of benefit to all students. Learning in faculties at the cutting edge of their disciplines makes for a challenging and rewarding educational experience for students.

5 Work in pairs. Were your predictions in Activities 2 and 3 correct? Decide what influenced your interpretation of the titles.

- how carefully you read each title (e.g. 'Distance-learning health courses make a world of difference')
- how many meanings for the same words you knew (e.g. *art*)
- the use of metaphors in the title (e.g. 'In deep water')
- something else?

6 Read the article extracts again and answer the questions.

1 What do you think is the purpose of the extracts? Who are the readers?
2 Which extracts contain references to specific universities? What are their names?
3 Which extract describes a problem that requires the attention of both practitioners and universities? What is the problem?
4 Which extracts mention a variety of subjects that can be studied at that university?
5 Which extract focuses on the needs of a specific group of people? Who are they?

7 Look at words 1–9 in bold in the extracts. What does each one refer to?

1 'which' refers to 'choose between arts and science'

8 Complete the text with the following linking words.

However for example they These therefore this

Facilitation of online discussions

Learning through online discussions is an important instructional strategy (Hung, Tan, & Chen, 2005). Research indicates that [1]_____ have numerous advantages – such as promoting students' critical thinking and knowledge construction and improving students' relationships. [2]_____, participants often do not value online discussion as an effective means of knowledge construction. Online discussion [3]_____ needs facilitation to make it more effective (Salmon, 2004). In order to achieve [4]_____ online tutors and moderators need to have appropriate skills. The literature has reported a number of specific facilitation skills that a moderator should possess, such as providing information, inviting missing students, monitoring regularly, or acknowledging contributions (see [5]_____ Barker, 2002). [6]_____ facilitation skills can be divided into four broad categories.

Vocabulary focus

9 Look at Texts A–D in Activity 4 and underline words which you can understand without a dictionary (perhaps because they also exist in your native language, e.g. *expert*).

Tip:

Some words that exist both in the English language and your mother tongue can be 'false friends'. They may sound the same, but they have different meanings (e.g. the German word *gift* means 'poison' but the English word *gift* means 'a present').

10 Complete the sentences with prepositions. Check your answers in Texts A–D.

1 It is important to point out that now we can make use _____ text books that were not available before.
2 The author concludes that there is continual demand from the global community _____ internet-based instruction.
3 Experts _____ the field of economics seem to have found a satisfactory solution _____ the difficulties internet start-ups face.
4 Chapter 1 introduces the topic and briefly discusses the need _____ continued research in the area of classroom interaction.
5 One of the things that students can learn _____ group work is how to interact with those who have different backgrounds and experiences.

Reading focus 2

11 Match functions 1–5 with Texts A–E. (You can match a text with more than one function.) Then explain what helped you to identify the function of the texts.

1 informing
2 inviting
3 requesting information
4 giving instructions
5 warning

A

It is important that students are respectful towards lecturers and fellow classmates, and that their behaviours do not interfere with class activities. Therefore, students are expected to adhere to the following rules when attending Marketing classes.

- Plan to arrive on time and stay for the entire class period because random arrivals and exits are disrespectful and distracting.
- All mobile phones and other electronic devices must be turned off (or set to vibrate) and hidden from view during class time.
- Laptops are allowed for note taking only (other activities such as checking emails or browsing the internet are prohibited).
- Food and beverages are NOT permitted in classrooms. Food can be consumed in designated areas only.

B

Dear Sir/Madam,

I am very interested in entering Pomona College and would appreciate you sending me the following information:

- Course Catalog
- Scholarship Information
- Financial Aid Application
- Residency Information, On-Campus and Off-Campus

Briefly, my academic career has been focused on Natural Sciences and I have consistently maintained a GPA* of 3.5. I have also successfully balanced my academic interests with athletics and work in volunteer organisations.

I look forward to hearing from you.

Faithfully,

Sam Smith

* *GPA* = Grade Point Average, quantitative measure of undergraduate academic achievement in the US, usually on a scale from 1 to 4.

C

The Higher Education Achievement Report (HEAR) is an electronic document issued by higher education institutions to students on graduation. It provides a detailed record of a student's academic and extra-curricular achievements to supplement the traditional degree classification. The document contains information:

1 identifying the holder of the qualification;
2 *identifying the qualification;*
3 on the level of qualification;
4 on the contents and results gained;
5 on the function of the qualification.

D

You are strongly recommended not to bring bags with you to examinations. If you do, you will not be permitted to bring them into the exam room. Also you must not leave bags outside exam rooms where they may cause any kind of obstruction.

There is some limited and mostly unsecured space in the vicinity of exam rooms where if you have to you may leave bags, AT YOUR OWN RISK.

E

On both Open Days, our department sessions will take place at 10 a.m., 12.30 p.m. and 3 p.m. Each session will last around 90 minutes and you can book up to three sessions per day. You must book in advance to secure your place. Our booking system is now open. We already have some sessions full! Don't miss out on your chance to attend one of our departmental talks. Book your place today. If you would like to be added to a waiting list for a fully booked session please contact us at … .

Follow-up

12 Draw up a code of behaviour for your students. You may refer to Texts A and D and online sources.

13 Search online for an English-language description of an academic course which matches your teaching or research interests. Share the results with the class.

Lesson 2 Virtual learning environments

Lead-in

1 Search online for definitions of a 'virtual learning environment'. Look through the search results and choose the best one.

Reading focus

2 Read the title and introduction to an article. Underline the key words that will help you understand the main topic. What do you think the article is about?

Open source e-learning: In the Moodle

Open-source software (OSS) has made a huge impact on the software market. One such product could be about to revolutionise e-learning.

To quote a well-worn adage: if it looks too good to be true, it probably is. There are some exceptions though, and the free-to-download course-management software, Moodle, that also allows users to build e-learning courses and communities, could be one of them.

In the learning sector, Moodle, developed in Australia by the educator and computer scientist Martin Dougiamas, is probably the most high-profile piece of free open-source software (OSS). In simple terms, OSS is software that is developed through public collaboration because anyone can have access to the source code and therefore modify or extend it to suit [1]**their** needs.

3 Answer the questions.

1 Do we have any evidence that the author is impressed with the potential of Moodle?
2 Which specific expressions prove this?

4 Skim read the whole article in two minutes. What is its tone?

- impartial
- critical
- complimentary

5 Read the article again and follow these instructions.

1 How does each heading prepare the reader for what comes next?
2 Identify one sentence that best describes the main idea of each section.

Pedigree

Ray Lawrence, managing director of Telford-based HowToMoodle, which provides training, consultancy and development services to help users get the most from the software, says the 'free' tag may be what attracts people initially, but it is the product's 'pedigree' that is also fuelling its take-up.

'Moodle was developed for educators, not just people with software skills,' he says. 'People in learning and development quickly see that it works.' Those who want to

find out more about the pedagogical principles behind the software can do so at www.moodle.org. Partner companies such as HowToMoodle give the 'top slice' of their revenue from Moodle projects back into the software's development. 'It's a virtuous circle and it is what keeps Moodle alive and sustainable,' explains Lawrence. 'It's also what sets it apart from some other open-source software because it means it has a steady flow of income.' Lawrence adds that while it is easy to get carried away with the idea that Moodle is free, part of his company's role is to ensure the software is right for [2]**their** requirements.

Similarly, while Moodle makes it easy to upload content, it is also important to structure the learning activities so they are appropriate for the learner. 'The platform can support communication and reduce administration,' says Dick Moore, director of technology at Ufi and a trustee for The Associaton for Learning Technology. 'But the most critical factor is the quality of the content and course design – that's the differentiator.' Moore adds that to get the most out of it, it is also necessary to have staff who understand the platform at a technical level.

Distance learning

Among HowToMoodle's clients is the Chartered Institute of Housing (CIH), which wanted to run distance-learning courses on an e-learning platform and develop its own e-learning material, as well as drive down costs.

CIH believed an open-source solution would suit their needs, and discovered Moodle. It has since built a Masters degree-level e-learning course to be launched this autumn. It is also looking at how Moodle could be used in other ways, such as using [3]**its** e-portfolio space for members to provide evidence of their competence for chartered status. 'Our aim is to raise the bar on assessment criteria through the use of Moodle,' says Mary James, IT manager at CIH. 'We're investigating how using electronic methods of learning can raise standards of learning compared to classroom environments.' Currently, Moodle has around 40,000 registered sites worldwide, many of [4]**them** private-sector companies. Lawrence says Moodle has given e-learning a welcome shot in the arm. 'A lot of organisations tried e-learning and went through the mill,' he says. 'This time, they want to get it right.' And what better way to dip their toe back in the water than via a piece of free software?

Case study: Customer 1st International

Customer 1st International in Wiltshire produces learning materials and resources to help businesses improve their standards of customer service. It needed a learning-management system for overseas and UK clients, as well as a tutor-led interactive programme that could accommodate learning logs, action plans and assessments. It was aware of Moodle and worked with HowToMoodle to create an online version of the *Best Practice Guide for Customer Service Professionals*. HowToMoodle built the course and provided training so Customer 1st could maintain the course and site after the handover. [5]**It** is now being sold to major blue-chip companies in the UK and abroad. 'Moodle delivered exactly what we wanted,' says Customer 1st managing director Stephanie Edwards. 'It means we have raised the game and can talk about customer service at a higher level.'

6 Scan the article and match the people mentioned in the text (1–5) with their role in regard to Moodle (a–e).

1 Mary James
2 Stephanie Edwards
3 Martin Dougiamas
4 Ray Lawrence
5 Dick Moore

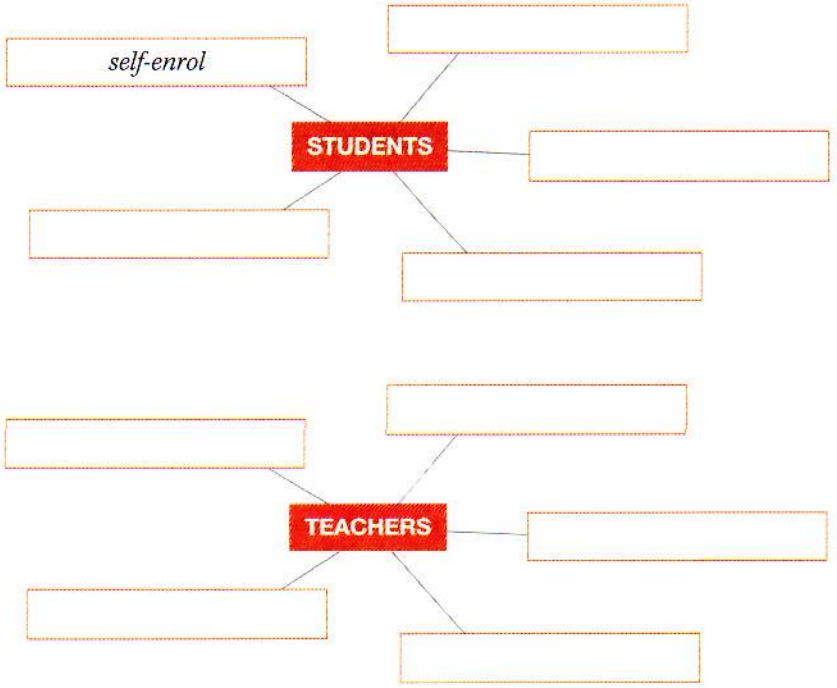
a manages a Moodle consultancy
b created the most well-known OSS
c uses the platform to prove the advantages of e-learning over traditional face-to-face methods
d points out the features that distinguish Moodle from other platforms
e runs the business that uses Moodle to deliver a very specific course for their customers

7 Read the text again and make a list of all the benefits of Moodle. Add to the list if you know of any others.

8 Look at words 1–5 in bold in the article. What do they refer to?

Vocabulary focus

9 As an educational platform, Moodle contains a great deal of specific teaching/learning vocabulary. Read the text on page 31 and create two spidergrams to summarise what students and teachers do differently in Moodle compared to face-to-face teaching/learning, e.g. *students self-enrol.*



Inside Moodle

- Moodle's basic structure is organised around courses. These are basically pages or areas within Moodle where teachers can present their learning resources and activities to students. They can have different layouts, but they usually include a number of central sections where materials are displayed and have side blocks offering extra features or information.
- Courses can contain content for a year's studies, a single session or any other variants (depending on the teacher or establishment). They can be used by one teacher or shared by a group of teachers.
- How students enrol on courses depends on the establishment; for example they can self-enrol, be enrolled manually by their teacher or automatically by the admin.
- An Activity in Moodle is a feature where students learn by interacting with each other or with their teacher. They might, for instance, contribute in a forum, upload an assignment, answer questions in a quiz or collaborate together in a wiki. Activities can be graded.
- A Resource in Moodle is an item that a teacher can add to a Moodle course to support learning, such as a file, a video or link to a website. A resource differs from an activity in that it is static (i.e. the student can merely look at or read it, rather than participate).
- A course in Moodle is an area where a teacher will add resources and activities for their students to complete. It might be a simple page with downloadable documents or it might be a complex set of activities where learning progresses through interaction. Progress can be tracked in a number of ways.

Follow-up

10 Look on the internet for articles describing possible disadvantages of platforms like Moodle. Write them down and compare your lists in class.

Lesson 3 University research

Lead-in

1 Work in pairs and answer the questions.

1 Does your chair, department or faculty have a website focusing on the academic work done by its members? If yes, what does it contain?
2 Have you visited such websites of other universities? If yes, why?

Reading focus 1

2 Read the text below and say what its function is in a university prospectus.

Whitborn University is one of the leading research universities, renowned for its teaching, research achievements, and social and economic contributions. It has 14 discipline-specific faculties as well as four research institutes, with over 800 faculty members working for 25 academic departments. The University has been host to some of the world's most distinguished scientists, including recipients of the Nobel Prize for Economics. The researchers who supervise and mentor our graduate students are among the world's finest and work at the forefront of international scholarship.

At Whitborn we have identified a core group of research themes that cut across departmental and faculty boundaries. Recognising the multidisciplinary approach to scientific advancement, Whitborn has created four institutes where faculty members, visiting scholars, post-doctoral fellows, graduate and undergraduate students collaborate in exploring four research areas: Life Sciences, Engineering and Applied Sciences, Arts and Humanities, and Social Sciences. This structure allows the examination of emerging trends, and enables the University to respond rapidly to the world's evolving scientific landscape.

3 What information would you expect to find in a text about the research institutes mentioned above?

4 Look through the text *Research Areas* in Activity 5 quickly. Were your predictions correct?

5 Match these topics to the sections in the prospectus.

a research projects aimed at environmental issues
b a search for ways to improve the life of specific groups of people
c development of instruments for research
d a combination of traditional and modern research methodology
e a list of various academic fields
f the connection between research and policy-making

Research Areas

1 **Life Sciences**

Researchers in the Institute of Life Sciences are tackling the greatest scientific questions we currently face as a society. Be it a micro-biology lab or a field station in the Antarctic, our experimentalists work together with theorists to address complex issues that may affect the lives of people throughout the world – from climate change to influenza outbreaks, from GM food to nuclear power. Expertise and state-of-the-art technology combine to allow multidisciplinary research, teaching and postgraduate training to flourish.

2 **Engineering and Applied Sciences**

Beyond expanding fundamental human understanding of such areas as chemistry, physics, geology, nanotechnology, and others, research in the Institute of Engineering and Applied Sciences is focused on the application of engineering principles and techniques to find solutions to a broad range of problems including water management, application of computer science in economics, creation of computational tools which can be used both in science and engineering. The researchers that comprise the engineering community are exclusively dedicated to the development of ideas, processes, materials and devices that will improve the lives of people throughout the world.

3 **Arts and Humanities**

The Institute of Arts and Humanities seeks to promote the study of the cultural history of humankind through the combined efforts of historians, archaeologists, philosophers, art and literary critics and linguists. It places a strong emphasis on traditional humanities, scholarship and practice-led research. Alongside this, some of the projects underway are grounded in new social technologies, in particular, the internet and social software, which advance the interdisciplinary agenda and expand the boundaries of understanding the human condition.

4 **Social Sciences**

Our Institute for Social Science Research promotes projects encompassing the skills and perspectives needed to solve complex social problems. In addition to engaging with the big issues facing national and global societies, the Institute undertakes high-quality independent research that will assist in furthering social and economic development of disadvantaged local communities. Research in this field attracts increasing numbers of students seeking to develop experience and expertise in political and economic analysis. By taking a critical look at reasons underlying political, social and economic decisions they will be fully prepared to inform public policy effectively.

6 Answer the following questions about the Whitborn University online prospectus.

1 Which characteristic is common to all the research areas described?
2 Which groups of people (researchers, etc.) are mentioned in the text?
3 What specific places where research is carried out are mentioned in the text?
4 What is the role of practice in some of the studies described?
5 What, according to the text, helps the University to identify and study the newest and most urgent problems?

Vocabulary focus

7 Scan the extract from the prospectus in Activity 2 and underline the phrases that include an evaluation of the university and its work, rather than expressing facts. Why do you think they are used here?

8 Look at these sentences from the prospectus in Activities 2 and 5, and identify the function of the phrases in bold.

1 It has 14 discipline-specific faculties **as well as** four cross-disciplinary research institutes ...
2 ... The University has been host to some of the world's most distinguished scientists, **including** recipients of the Nobel Prize ...
3 ... computational tools which can be used **both** in science **and** engineering
4 ... some of the projects underway are grounded in new social technologies, **in particular,** the internet and social software, ...
5 **In addition to** engaging with the big issues facing national and global societies, the Institute...

9 Complete the sentences with the phrases in bold from Activity 8.

1 _____ taking 'core' courses, which are essentially taught in the first two years of study, and the final-year project, students may choose from optional units.
2 The project will involve researchers from each of the ten countries, _____ the US.
3 Technology transfer in its broadest sense includes information, demonstration and the transfer of knowledge and skills _____ licensing agreements.
4 Efforts will also be made to increase participation by women researchers, _____ by designing the actions in a way that allows researchers to achieve an appropriate work–life balance and by facilitating resuming a research career after a break.
5 The study describes _____ British _____ American history teacher training systems.

10 Look at the prospectus in Activities 2 and 5 again.

1 Find and underline the following words in the text:

a field	**f** furthering
b develop	**g** examination
c scholarship	**h** allow
d address	**i** perspectives
e issues	**j** tools

2 Now scan the text again to find words with a similar meaning to a–j. Note that the part of speech may be different, e.g. *develop – evolving.*

11 Match the words (1–8) with the meaning the word has in the prospectus.

1 inform
- **a** to tell someone about particular facts
- **b** to influence someone's attitude or opinion

2 condition
- **a** the physical situation that someone or something is in and affected by
- **b** an arrangement that must exist before something else can happen
- **c** the particular state that something or someone is in

3 scholarship
- **a** an amount of money given by a school, college, university or other organisation to pay for the studies of a person
- **b** serious, detailed study

4 focus
- **a** to try to look directly at an object so that you can see it more clearly
- **b** to move a device on the lens of a camera or microscope so that you can see a clear picture
- **c** the main or central point of something, especially of attention or interest

5 discipline
- **a** training which produces obedience (= willingness to obey) or self-control
- **b** ability to control yourself or other people
- **c** a particular area of study, especially a subject studied at a university
- **d** to teach someone to behave in a controlled way

6 critical
- **a** saying that someone or something is bad or wrong
- **b** of the greatest importance to the way things might happen in the future
- **c** extremely serious or dangerous
- **d** giving opinions or judgments on books, plays, films, etc.

7 fellow
- **a** someone who has the same job or interests as you
- **b** a member of a group of teachers of high rank at a college or university
- **c** a member of an official organisation for a particular subject or job

8 advance
- **a** to go, or move forward
- **b** to develop or improve something
- **c** the forward movement of something
- **d** development or improvement

Reading focus 2

12 You are going to read about the results of a survey. Before reading, study the diagrams. Predict what the survey is about.

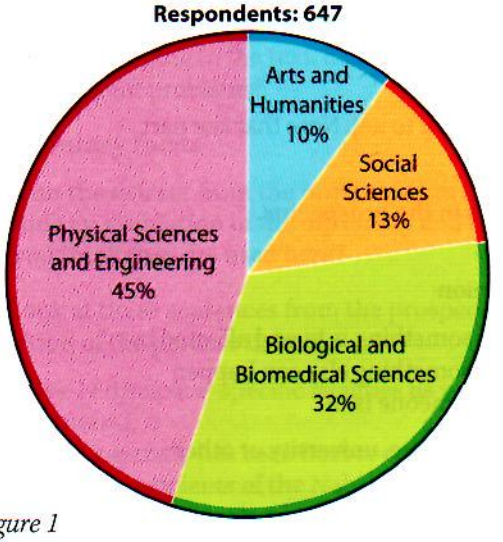


Figure 1

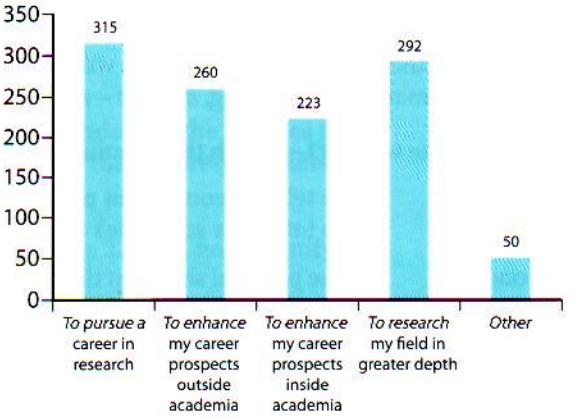


Figure 2

13 Read about the survey and answer the questions.

1 Were your predictions correct?
2 Can you think of a title for the text?
3 What is the purpose of the text?

The UK GRAD Programme works with employers, universities, researchers and other stakeholders to embed personal and professional development for postgraduate researchers. We conducted this survey to better understand postgraduate researchers' motivations for undertaking a PhD and to gain an insight into their career expectations. We hope that this data may be useful to recruiters and potential recruiters targeting the PhD sector and in developing resource plans. Additionally, we hope that the data may be useful to anyone interested in the career motivations and expectations of UK doctoral researchers.

In order to gain a better understanding of the views of the PhD researchers themselves, we have conducted a survey that asks about their career expectations. This research was conducted during October 2005, via an online survey, which was distributed through the UK GRAD Hub and the National Postgraduate Committee networks.

It was apparent from those surveyed that their reasons for undertaking a PhD are complex, diverse and wide-ranging. We asked respondents to indicate their core reasons for undertaking a PhD (see Figure 2). Respondents could select more than one reason. The data shows that 34% of respondents were undertaking a PhD to enhance their career prospects **inside** academia and that 49% wanted to pursue a career in research. 45% of respondents indicated that the chance to research their field in greater depth was a core reason for further study. It is interesting that 40% considered that undertaking a PhD would enhance their career prospects **outside** the academic sphere.

The themes emerging from the survey are as follows.

Motivations

There are a wide variety and breadth of reasons why individuals undertake a PhD. The *complex interplay of motivations and reasons that underpin career choice thus far is a key* factor in understanding how best to support our research students in thinking about careers.

Career expectations

Although the survey group seem to have considered the benefits to their career of undertaking a PhD, they are not clear about what that career actually looks like or about the career opportunities available to them.

Bridging the knowledge gap

The responses to the survey highlight that there is still some distance to travel before researchers feel aware of the information and the opportunities available to them – both in terms of future career options and their approach to career choices and decision making.

To best support our researchers, we need to be able to understand their career intentions in the longer term. Researchers need information, advice and guidance to help them think about both academic and non-academic career opportunities. They also need to be able to understand their own preferences about style of workplace, management, culture, etc. and those of potential employers, in order to make decisions based on values and motivations.

14 Study the information in Activity 12 and answer the following questions.

1 Judging by the breakdown of the respondents by subject, in which research areas is more progress likely to be made?
2 How many PhD students took part in the survey? What is the total number of responses in Figure 2? Why is there a difference between the numbers?
3 To which group of responses in Figure 2 do all of the following reasons belong?
- 'To further myself intellectually'
- 'To put off thinking about a career'
- 'To stand out from the crowd'

Follow-up

15 Search online for descriptions of research programmes at your faculty/university (or any other university in your country with an English website) and any university abroad. Then compare the texts.

1 Do the texts contain similar information (or emphasise the same points)?
2 What other differences (or similarities) did you find?

16 Work in pairs or small groups to compare your findings. Then report to the class.

Unit 3 Academic publications

By the end of this unit you will be able to

- identify the reader, type and purpose of academic texts
- examine features of academic texts
- understand similarities and differences between texts
- understand relations between parts of a text
- understand the structure of abstracts and popular science articles

Lesson 1 Publishing matters

Lead-in

1 Work in pairs and answer the questions.

1 How do you usually search for publications you need to read?
2 What types of published materials do you find most helpful in your teaching or research?

Reading focus

2 Are you familiar with these international magazines and journals? What is their target readership?

- *Scientific American*
- *The Economist*
- *Teaching Sociology*
- *Cosmopolitan*
- *Journal of Conflict Resolution*
- *Business & Management Review*

3 The texts below are all intended for different categories of reader. Read them quickly and identify their target readership. What helps you to decide?

A

The ***Oxford Review of Education*** is a well established journal with an extensive international readership. It is committed to deploying the resources of a wide range of academic disciplines in the service of educational scholarship, and the editors welcome articles reporting significant new research as well as contributions of a more analytic or reflective nature. The membership of the editorial board reflects these emphases, which have remained characteristic of the ***Review*** since its foundation. The ***Review*** seeks to preserve the highest standards of professional scholarship in education, while also seeking to publish articles which will be of interest and utility to a wider public, including policy makers. Papers submitted to the ***Oxford Review of Education*** are read by two referees whose comments guide the Editors towards their final decision. The editorial board meets twice a year and takes responsibility for the general development of the Journal.

Peer Review Policy

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and from at least two anonymous referees.

B

Effect of low light and high noise on behavioural activity, physiological indicators of stress and production in laying hens

O'Connor EA, Parker MO, Davey EL, Grist H, Owen RC, Szladovits B, Demmers TG, Wathes CM, Abeyesinghe SM.

Abstract

1. Commercial laying hens are commonly housed in noisy and dim environments, yet relatively little is known about whether these conditions, particularly in combination, have any effect on welfare or egg production.

2. The study was designed to investigate whether chronic exposure to continuous noise (60 dB(A) vs. 80 dB(A)) and/or light intensity (150 lux vs. 5 lux) during the critical period of coming into lay (16–24 weeks of age) influenced behaviour, physiological stress (heterophil to lymphocyte ratio) and production (number and weight of eggs laid) in laying hens.

3. Hens in the low light pens were less active and preened and dust-bathed more than those housed in 150 lux; hens in the high noise pens rested more frequently than those in quieter pens.

4. There was no evidence that chronic exposure to low light or high noise caused appreciable physiological stress but egg production was affected by these conditions. Hens kept in pens with low light or high noise laid fewer eggs per day than those kept in high light or low noise pens.

5. These results show that low light intensity and continual high background noise have a detrimental effect on egg production in the early laying phase, as well as influencing the time allocated to different behaviours. However, there was no strong evidence for a physiological stress response to either of these conditions or their combination.

C

The Editor who has approached you may not know your work intimately, and may only be aware of your work in a broader context. Only accept an invitation if the article is within your area of expertise.

Depending upon the journal, you will be asked to evaluate the article on a number of criteria. Some journals provide detailed guidance others do not, but normally you would be expected to evaluate the article according to the following: *originality*, *structure*, *previous research*, *ethical issues*.

Originality

Is the article sufficiently novel and interesting to warrant publication? Does it add to the canon of knowledge? Does the article adhere to the journal's standards? Is the research question an important one? In order to determine its originality and appropriateness for the journal, it might be helpful to think of the research in terms of what percentile it is in. Is it in the top 25% of papers in this field? You might wish to do a quick literature search using tools such as Scopus to see if there are any reviews of the area.

D

A journal with an interdisciplinary approach to problems and research in the field of interaction between ICT and humans, *Computer Monthly* is a publishing platform for theoretical and methodological papers in computer science and related disciplines. *CM* accepts articles, whose research scale, scope and novelty may lead to new perspectives and, eventually, major breakthroughs across the spectrum of disciplines.

Humans in the Computer World

CM strives to highlight the set of complex relationships between human beings and ICT, putting special emphasis on analysing the cognitive components, organisational and societal factors of ICT. Theoretical articles should seek to tackle a range of learning or performance-related issues whereas empirical papers are supposed to cover more hands-on studies, from laboratory experiments to surveys. Methodological articles submitted to the journal should deal specifically with study of research methods.

User Interfaces

One of the disciplines closely related to ICT, ubiquitous, and, therefore, appealing to the journal's readership is system design. *CM* welcomes contributions from scientists and scholars reporting on their research efforts in creating novel interfaces, analysing the existing models and discussing design techniques. Theoretical papers on this topic should cover the underlying principles of user interfaces, their classification guidelines and their impact on ICT–human interaction. Empirical articles may deal with issues ranging from the process of new interface development to laboratory tests on its efficiency

4 Answer the questions below about Texts A–D.

1 Which of the texts contains information given in brackets? Why are they used?
2 Which information is given in **bold**? Why?
3 What is written in *italics* in the texts?
4 Explain the logic behind the sections in each text.

5 Read Texts A and C and find pronouns which are used as subjects.

1 What do they refer to?
2 Is the style of texts the same or different? Why?

6 An abstract usually has a standard structure. Put the elements of an abstract below in order. Does the abstract in Text B have all these elements?

a Findings
b Reason for writing
c Conclusions
d Methodology/Process
e Problem

7 Now read the abstract below (E) and answer the questions.

1 Does this abstract have the same structure as the abstract in Text B? Does it contain all the elements listed in Activity 6?
2 What are the major differences between the two abstracts (and the articles they present)?
3 Which types of article mentioned in Text D would they belong to?

E

Professional identity development: a review of the higher education literature

Franziska Trede, Rob Macklin & Donna Bridges

This study examined the extant higher education literature on the development of professional identities. Through a systematic review approach 20 articles were identified that discussed in some way professional identity development in higher education journals. These articles drew on varied theories, pedagogies and learning strategies; however, most did not make a strong connection to professional identities. Further research is needed to better understand the tensions between personal and professional values, structural and power influences, discipline versus generic education, and the impact of workplace learning on professional identities.

8 Text E contains some words or expressions that you may not know. Without consulting a dictionary, try to guess what the following words mean. What helps you decide?

extant drew on generic

9 An abstract helps readers find materials relevant to their research. What other parts of a journal article can you consult to decide if you need to read all of it?

Vocabulary focus

Tip:
Noun + noun combinations (e.g. computer systems) are often used in academic texts, as they allow authors to express information in a concise way.

10 Work in pairs and follow the instructions.

1 Individually, scan the texts in this lesson for three minutes to find as many noun + noun combinations as possible. Write them down.
2 Compare your list with your partner's. Combine your lists.
3 Work with other pairs and take turns to show your combined lists. Whose list is longer? Share your results with the class.

11 Work in pairs. Put the noun + noun combinations from Activity 10 in groups. Decide on your criteria for grouping. Compare your results with other pairs.

12 Which text in this lesson contains the least number of noun + noun combinations, and which contains the most? Why do you think that is?

13 **The word *novel* can refer to a long story about imaginary characters and events. What is the meaning of *novel* in Texts C and D?**

> **Tip:**
> Many words (e.g. *subject, review, novel*) can have more than one meaning, depending on whether they are used as a noun, a verb or an adjective.

14 **Read the definitions and try to guess words 1–5.**

1 _____
- **a** to produce or provide something official (verb)
- **b** a subject or problem which people are thinking and talking about (noun)
- **c** a single copy of a newspaper, magazine or journal (noun)
- **d** a set of articles in a magazine or journal published at the same time (noun)

2 _____
- **a** to consider something in order to make changes to it, give an opinion on it (verb)
- **b** the process of carefully examining a situation or somebody's work to find out whether changes or improvements need to be made (noun)
- **c** a report in a newspaper, magazine, or programme that gives an opinion about a new book, film, etc. (noun)
- **d** a newspaper, magazine or journal that has articles on films, books, travel, research, etc. (noun)

3 _____
- **a** existing as an idea, feeling or quality, not as a material object (adjective)
- **b** a shortened form of a speech, article, book, etc., giving only the most important facts or ideas (noun)
- **c** a type of painting which represents the qualities of something, not its outer appearance (adjective)

4 _____
- **a** an area of land in the country where crops are grown (noun)
- **b** an area of activity or interest (noun)
- **c** place outside an office or laboratory where practical work and research is done (noun)

Follow-up

15 **Search online for 2–3 abstracts of articles in your field of study.**

1 Compare the abstracts you found with the samples in this lesson.
2 Which of the samples do they most look like?
3 Is there anything missing from the sample abstracts in this lesson?

16 **Make lists of key words from the abstracts you found. (If they already contain key terms, add some more to the list.)**

17 **Work in pairs. Exchange your lists of key words. Read them and guess the topics of your partner's articles and the main contents.**

Lesson 2 Popular science articles

Lead-in

1 Do you read popular science articles? Why? On what occasions?

Reading focus 1

2 The reading material below contains eight passages from two popular science articles. Read passages a–h quickly and match them to article titles 1 and 2.

1 Atheists turn to science during times of stress
2 Take a peek inside the brain's filing cabinet

a Gradually, a map emerged showing which neurons each noun and verb activates. The neural activity seems to occur in logical groups. Voxels active for animals such as dogs and fish tend to cluster close to one another, for instance. Other links are less easy to interpret: vehicles and animals are grouped together, perhaps because both are capable of movement.

b Farias speculates that a rationalist outlook would provide similar relief. 'Any kind of belief system helps you structure your perception of reality,' he says. 'It allows you to think of the universe in a particular meaningful way.' The researchers have begun a similar study using scientists who are religious to see how the two belief systems interact in response to stress.

c Our brains are master organisers, able to make sense of the constant stream of visual information we encounter every day. A new map of the brain gives some insight into how it does this.

d A team of psychologists led by Miguel Farias at the University of Oxford asked 52 rowers to fill in a 'belief in science' questionnaire just before taking part in a competitive regatta. They gave the same test – in which participants had to score statements such as 'science is the most valuable part of human culture' – to a similar number of rowers at a training session. The questionnaire also assessed self-reported stress levels and degree of religious belief

e Recent studies have suggested that the brain organises the things we see into categories, such as animals or faces. To determine how this categorisation works, Jack Gallant at the University of California, Berkeley, and colleagues identified the 1,705 most commonly used nouns and verbs in the English language. They then showed video clips of these objects and actions to four people as each lay in an fMRI scanner, and recorded the brain responses. The team divided the fMRI images up into tiny squares, or voxels. When a video clip of an object such as a butterfly was played, the fMRI recorded which voxels – and hence which groups of neurons – were active.

f Farias and colleagues discovered that those about to race were both more stressed, and rated their belief in science 14% higher than those who were simply training. Some caveats: the effect was modest, the team didn't measure whether the rowers' stress levels went down, and the subjects – competitive athletes who follow a rational training regime – are probably already scientifically minded. However, the findings reflect a growing body of psychological evidence that people find comfort in times of threat by moving closer to certain aspects of their world view – conservatives become more conservative, for example, liberals more liberal, religious believers more devout.

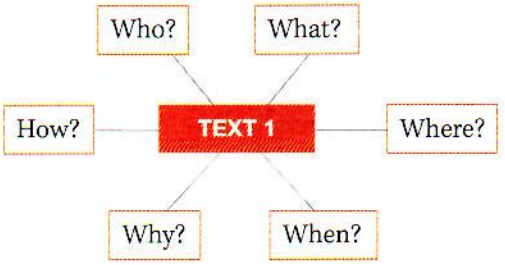
g It's well known that religious faith can help believers cope with stress and anxiety, by providing them with a sense of meaning and control at times of uncertainty. It now seems that a 'belief' in science and a rationalistic outlook might do the same for the non-religious.

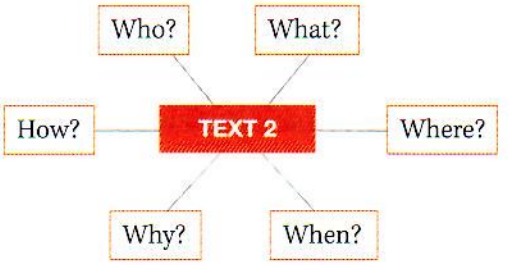
h Gallant says the results suggest that the brain organises visual information by its relationship to other information. Each neuron appears to act as a 'filter' for placing data into multiple categories. The method opens a new door to looking at brain data, says John-Dylan Haynes of the Bernstein Center for Computational Neuroscience in Berlin, Germany.

3 Read passages a–h again and match them to these sections of an article. What helps you decide?

1 introduction/general information
2 description of the experiment
3 findings
4 *researchers' comments and prospects of future research*

4 Work in pairs. Note down the main points of each text from Activity 2 on the following spidergram. Student A: work with Text 1. Student B: work with Text 2.





5 Ask your partner questions based on your spidergram. Check what they remember from your text.

Vocabulary focus 1

6 Research can be divided into three stages: planning, process and analysing results. Read Texts 1–2 again and complete the table with expressions describing these stages.

Example: *gave the same test (process)* ...

Planning	Process	Results

Reading focus 2

7 Skim the article below and summarise it in one or two sentences.

Research agenda set for curbing US gun violence

Barack Obama asked for a new agenda for research into curbing gun violence, and now he has one.

Just one problem: getting a Congress that rejected his plans for tighter gun laws in the wake of the Newtown massacre to provide the necessary cash.

In January, Obama directed the Centers for Disease Control and Prevention (CDC) to identify pressing questions about reducing deaths and injuries caused by guns. 1_____ Then Congressional allies of the National Rifle Association slashed the agency's annual budget by $2.6 million – the exact sum it had been spending on gun violence research.

Now an Institute of Medicine panel headed by Alan Leshner, CEO of the American Association for the Advancement of Science, has given the CDC a list of priorities for investigation, ranging from the potential of 'smart guns' that only their registered user can fire, to the effectiveness of childhood education programmes in reducing violence in later life. 2_____ Many previous studies have simply looked for correlations between policies across different countries or US states and their rates of gun violence, and so have not been able to demonstrate causation.

'We don't just need more research but more rigorous research,' agrees Garen Wintemute, who heads the Violence Prevention Research Program at the University of California, Davis. 3_____ Any addition to the CDC's budget would require Congressional approval, and that will be hard to obtain, given the gun lobby's powerful influence. 'Everything on this list has been controversial all along,' says Wintemute. 'That controversy will remain.'

8 Complete the article with sentences a–c. What elements of the text help you to decide?

a The panel also wants future research to be more rigorous, based on controlled trials or before-and-after studies that can show cause and effect for specific interventions.
b The big question, however, is where the money is going to come from.
c That ended a de facto freeze on such research that had been in place since the mid-1990s.

9 The article consists of six parts. For each part, write down the key words expressing its main idea, e.g. paragraph 1: *problem, Congress, gun laws.*

Vocabulary focus 2

10 Read the text again. Find expressions describing the stages of research and add them to the table in Activity 6.

Follow-up

11 Search online for a recent popular science article. Summarise its contents.

12 Work in pairs. Take turns to give the gist of the article to your partner and ask him/her to suggest a title.

Lesson 3 Research reports

Lead-in

1 Work in pairs. Read the following definitions of *research* and *report*. Then, work in pairs and give your own definition of a *research report*. Compare your definition with other pairs and choose the best one. Explain your choice.

- *research* – a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding.
- *report* – a description of an event or situation

Reading focus

2 Complete the table with the research report elements.

Abstract/Synopsis Appendices Conclusion Discussion
Literature Review (sometimes included in the Introduction)
References or Bibliography Results Title of report

Parts	Sections
Preliminary material	1 _____
	2 Table of Contents (not always required)
	3 _____
Body of report	4 Introduction
	5 _____
	6 Methodology
	7 _____
	8 _____
	9 _____
	10 Recommendations (sometimes included in the Conclusion)
Supplementary material	11 _____
	12 _____

3 Work in pairs and list all the stages involved in preparing a report and what you do at each stage.

4 Read stages a–g of research report preparation suggested by the Adelaide Writing Centre. Put them in order. Then compare your ideas in pairs.

a Draft the supplementary material.
b Analyse the task.
c Do the research.
d Improve your report.
e Draft the body of your report.
f Develop a rough plan.
g Draft the preliminary material.

5 Compare your ideas with the suggested list from the Adelaide Writing Centre. How similar/different are your stages and the ones in Activity 3? Why do you think this might be?

6 Match sections 1–12 from Activity 2 with the information below they should include.

a all the references used in your report or referred to for background information
b any additional material which will add to your report
c concise heading indicating what the report is about
d concise summary of main findings
e list of major sections and headings with page numbers
f other relevant research in this area
g relevance of your results, how it fits with other research in the area
h summary of results/findings
i what needs to be done as a result of your findings
j what you did and how you did it
k what you found
l why and what you researched

7 Read the summary of the following research report. What is the topic of the report?

Executive summary (Summary or abstract)

The aim of this report was to investigate UniLab staff attitudes to personal mobile phone use in staff and team meetings. A staff survey on attitudes towards the use of mobile phones in the staff/team meetings was conducted. The results indicate that the majority of staff find mobile phone use a major issue in staff meetings. The report concludes that personal mobile phones are disruptive and should be turned off in meetings. It is recommended that UniLab develops a company policy banning the use of mobile phones except in exceptional circumstances.

8 Read the whole report. Which of the sections mentioned in Activity 2 are missing or are in a different order?

Introduction

There has been a massive increase in the use of personal mobile phones over the past five years and there is every indication that this will continue. According to Black (2002), by 2008, almost 100% of working people in Australia will carry personal mobile phones. Black describes this phenomenon as 'serious in the extreme, potentially undermining the foundations of communication in our society' (2002). Currently at UniLab, 89% of staff have personal mobile phones.

Recently, a number of staff have complained about the use of personal mobile phones in meetings and asked what the official company policy is. At present there is no official company policy regarding phone use. This report examines the issue of mobile phone usage in staff meetings and small team meetings. It does not seek to examine the use of mobile phones in the workplace at other times, although some concerns were raised.

For the purposes of this report a personal mobile phone is a personally funded phone for private calls as opposed to an employer funded phone that directly relates to carrying out a particular job.

Methods

This research was conducted by questionnaire and investigated UniLab staff members' attitudes to the use of mobile phones in staff/team meetings. A total of 412 questionnaires were distributed with employees' fortnightly pay slips (see Appendix 1). The questionnaire used Likert scales to assess social attitudes (Smith 2002) to mobile phone usage and provided open-ended responses for additional comments. Survey collection boxes were located in every branch for a four week period. No personal information was collected; the survey was voluntary and anonymous.

Results

There was an 85% response rate to the questionnaire. A breakdown of the responses is listed below in Table 1. It can be clearly seen from the results that mobile phones are considered to be disruptive and should be turned off in meetings.

Table 1

Personal mobile phone usage in staff and team meetings is ...	strongly agree (%)	agree (%)	disagree (%)	strongly disagree (%)
not a problem	5	7	65	23
an issue	40	45	10	5
disruptive	80	10	7	3
phones should be permissible	6	16	56	22
phones should be turned off	85	10	3	2
allowed in some circumstances	10	52	24	14

The survey also allowed participants to identify any circumstances where mobile phones should be allowed in meetings and also assessed staff attitudes towards receiving personal phone calls in staff meetings in open-ended questions. These results showed that staff thought that in some circumstances (e.g. medical or emergencies), receiving personal phone calls was acceptable, but generally receiving personal phone calls was not necessary.

Discussion/Interpretation of results

It can be seen from the results in Table 1 that personal mobile phone use is considered to a problem. However, it was acknowledged that in some situations it should be permissible: 80% of recipients considered mobile phones to be highly disruptive and there was strong support for phones being turned off in meetings (85%). Only 12% thought that mobile phone usage in staff and team meetings was not a problem, whereas 85% felt it was an issue. The results are consistent throughout the survey. Many of the respondents (62%) felt that in exceptional circumstances mobile phones should be allowed (e.g. medical) but there should be protocols regarding this.

These findings are consistent with other studies. According to Smith (2005), many companies have identified mobile phones as disruptive and have banned the use of mobile phones in meetings. Havir (2004) claims that 29% of staff-meeting time is wasted through unnecessary mobile phone interruptions. This affects time management, productivity and team focus.

Conclusion

The use of mobile phones in staff meetings is clearly disruptive and they should be switched off. Most staff felt it is not necessary to receive personal phone calls in staff meetings except under certain circumstances, but permission should first be sought from the team leader, manager or chair.

Recommendations

It is recommended that UniLab develops an official policy regarding the use of mobile phones in staff meetings. The policy should recommend:

- mobile phones are banned in staff meetings
- mobiles phone may be used in exceptional circumstances but only with the permission of the appropriate manager or chair

Finally, the policy needs to apply to all staff in the company.

9 Read the report again and decide if the following statements are true or false. Correct the false ones.

1 The goal of this report was to study company staff attitudes to personal mobile phone use in meetings.
2 It is recommended that the company develops a policy completely banning the use of mobile phones.
3 There was an immense increase in the use of mobile phones seven years ago.
4 This research was conducted using a questionnaire.
5 Personal information of respondents was collected to make the survey more reliable.
6 Only 6% of respondents strongly agree that mobile phones should be allowed in meetings.

10 Read conclusions A–C to different research reports. Fill in the gaps with the words below.

alternative	analysis	hypothesis	opportunities
problem	programmes	similar	standards

A

The stomach contents of the red eft, red-backed salamander, and dusky salamander living in the same area were identified. An [1]_____ of the food eaten shows that the feeding habits of the red eft and the red-backed salamander were different. These two salamanders showed 'niche segregation'. These two salamanders ate [2]_____ food when living in different areas but fed on different food when the two species lived in the same area. Our [3]_____ was valid.

B

The [4]_____ of teen gang violence can be eliminated. It will, however, take time, money, and a combined effort on the part of many people. Organised, free, after-school programmes such as: sports teams and games; art, music, and drama activities; internships in local area businesses and professional organisations; and interesting volunteer activities in the community would help engage teens in worthwhile pursuits outside of school hours. More job [5]_____ for teens, especially those funded by state and local programmes, would offer income for teens as well as productive work for the community. Outreach to families through schools, community organisations, and places of worship would help promote inter-generational activities that could improve family closeness, helping teens to work on their problems at the family level, instead of taking them to the streets. If these [6]_____ can be implemented, we will surely see a decrease in teen gang activity and safer streets and neighbourhoods for us all.

C

Two [7]_____ designs for an emission-free fuel cell powered car have been presented: Car A, a luxury sedan which runs on hydrogen, and Car B, a medium-sized family hatch which uses hydrogen and oxygen. Each car features recyclable materials and conforms to Australian design [8]_____ in terms of performance and safety features. However, Car B is recommended as it was found to be more economical in terms of both manufacturing and running costs.

11 Work in pairs. Read conclusions A–C again and answer the questions.

1 What fields of research do these reports refer to?
2 Think of titles for these reports.

Vocabulary focus

12 Match nouns 1–7 from the research report in Activity 8 to their definitions.

1 phenomenon
2 response
3 findings
4 questionnaire
5 purpose
6 survey
7 method

a a set of questions people are asked to gather information or find out their opinions
b a way of doing something, often one that involves a system or plan
c why you do something or why something exists
d a written list of questions that people are asked so that information can be collected
e something that exists or happens, usually something unusual
f something said or done as a reaction to something that has been said or done
g information that has been discovered

13 Complete the sentences with the nouns from Activity 12.

1 Visitors to the country have been asked to fill in a detailed _____ .
2 A recent _____ revealed that 58% of people did not know where their heart is.
3 The report's _____ on the decrease in violent crime support the police chief's claims.
4 The new teaching _____ encourages children to think for themselves.
5 The _____ of the research is to try and find out more about the causes of the disease.
6 Her proposals met with an enthusiastic _____.

14 Match the words from the report (1–7) with words with a similar meaning (a–g).

1 examine	**a** permit
2 recommend	**b** influence
3 assess	**c** evaluate
4 allow	**d** think
5 consider	**e** investigate
6 acknowledge	**f** admit
7 affect	**g** advise

Follow-up

15 Search online for tips and recommendations on writing a research report. Do you agree with them? Can you add more? Choose the best ones and share them with the class.

Unit 4 International cooperation

By the end of this unit you will be able to

- consolidate the skills developed in the Reading module
- recognise a writer's intention and attitude
- identify the functions of different types of text
- select and present information from different texts in the form of a table
- develop awareness of linguistic features of different genre texts on international cooperation
- understand relations between parts of a text describing grant programmes

Lesson 1 International cooperation programmes

Lead-in

1 Work in pairs and answer the questions below.

1 Have you ever worked on an international project? (When? Who with? What was the project?)
2 What other forms of international academic cooperation do you know?

Reading focus 1

2 Read Text A about a European programme of international cooperation.

1 Divide it into four paragraphs.
2 Say what helped you do it.

A

The Tempus programme, which is the longest-standing EU programme in the educational sector and which has a strong focus on cooperation between higher education institutions, has entered a new phase running from 2007 to 2013. Since its inception in 1990, university cooperation under the Tempus programme has contributed successfully to institution building in higher education in the Partner Countries and to sustainable university partnerships, as well as to enhancing mutual understanding between the academic worlds of the European Union and the Partner Countries. Particularly in the Partner Countries, higher education institutions are currently facing major challenges linked to dramatic demographic changes (number of people potentially having access to higher education, age structure, migration flows), increasing global competition, leading to a considerable shift in the distribution of the economic power at world level, changes in science and technology but notably the growing importance of organisational and societal innovation rather than purely technological innovation and, last but not least, challenges of societies in transition (social cohesion, human rights, etc.). Higher education institutions are therefore key players in the successful transition to a knowledge-based economy and society and they provide the training for a new generation of leaders. They are the pools of expertise and centres for the development of human resources. Higher education institutions are also important factors in growth and competitiveness, and play a crucial role in the reform agenda of both EU Member States and the Tempus Partner Countries. The overall aim of Tempus is to contribute to the creation of an area of cooperation in the field of higher education between the European Union and the Tempus Partner Countries. The specific objectives of Tempus are as follows: to promote the reform and modernisation of higher education in the Partner Countries; to enhance the quality and relevance of higher education to the world of work and society in the Partner Countries; to increase the capacity of higher education institutions in the Partner Countries and the EU, in particular their capacity to cooperate internationally and to continually modernise; to assist them in opening up to the world of work and the society at large; to foster the reciprocal development of human resources; and to enhance mutual understanding between the peoples and cultures of the EU and the Partner Countries.

3 Work in pairs. Compare your paragraphing and suggest a heading for each paragraph. Report back to the class.

4 Is the style of the text formal or informal? What language features show it?

5 In Text A find:

1 all the instances where information is presented in a slightly biased way
2 sentences where numbering or bullet points could be used to make the text read more clearly
3 a description of the core mission of HE institutions

Vocabulary focus

6 Search Text A for different ways of emphasising or adding to a point. Write the words or phrases down.

7 Fill the gaps in the following sentences with the words you found in Activity 6.

1 In a number of European states, however, _____ England and Holland, the freedom with which researchers could defend the Copernican system stands in surprising contrast with the criticism faced by Galileo.
2 According to the research, the setting up of a stock exchange was indispensable for enhancing the flow of capital and for the creation of a market in securities, _____ for protecting the interests of venture capitalists.
3 The applications referred to in Section A are _____: a) an application for the renewal of a licence; b) an application for a new licence; c) an application for a permanent transfer of a licence.
4 The course offers comprehensive training in communication theory, _____ in the academic context.

Reading focus 2

8 Read Text B quickly and say: a) what it focuses on; b) what features of the text help you answer.

B

The 'People' Specific Programme acknowledges that one of the main competitive edges in science and technology is the quantity and quality of its human resources. To support the further development and consolidation of the European Research Area, this Specific Programme's overall strategic objective is to make Europe more attractive for the best researchers.

The Specific Programme aims to strengthen, quantitatively and qualitatively, the human potential in research and technology in Europe, by stimulating people to enter into the profession of researcher, encouraging European researchers to stay in Europe, and attracting to Europe researchers from the entire world, making Europe more attractive to the best researchers. Building on the experiences with the 'Marie Curie' actions under previous Framework Programmes, this will be done by putting into place a coherent set of 'Marie Curie' actions, particularly taking into account the European added value in terms of their structuring effect on the European Research Area. These actions address researchers at all stages of their careers, in the public and private sectors, from initial research training, specifically intended for young people, to lifelong learning and career development. Efforts will also be made to increase participation by women researchers, by encouraging equal opportunities in all 'Marie Curie Actions', by designing the actions to ensure that researchers can achieve an appropriate work/life balance and by facilitating resuming a research career after a break.

9 **Read Texts A and B again and complete the table below.**

Information	Text A	Text B
Background of the programme		
Territory		
Participants		
General aim		
Causes of existing problems		—

10 **Read the second sentence in Text B. How do the two parts of the sentence relate to each other?**

a cause and effect
b repeating the same idea
c the end and means to the end
d topic and illustration

To support the further development and consolidation of the European Research Area,

↕

this Specific Programme's overall strategic objective is to make Europe more attractive for the best researchers.

11 **Read Text B again.**

1 Identify two sentences which express an aim.
2 In each sentence, identify the three means of achieving the aim.
3 What language structures are used to perform the functions?

12 **Read the end of Text B and say what the phrases a) *an appropriate work/life balance* and b) *resuming a career after a break* imply in this context.**

Follow-up

13 **On the internet, find information about an international project/initiative/programme that you might be interested in. Make notes about it in the form of a table (as in Activity 9 but you can add more parts to it). Report to the group.**

Lesson 2 Grants

Lead-in

1 Which of the following activities may be supported by a grant of some kind?

- a research project
- a visit to a university abroad to meet fellow researchers
- writing a textbook in your subject
- organising an international seminar

2 Have you ever applied for a grant for any of these activities? Were you successful or not? Why?

Reading focus 1

3 Match these typical functions of texts about grants and international cooperation (1–5) with extracts A–D below. (There is one extra function on the list that you do not need.)

1 informing
2 inviting
3 telling a success story
4 warning
5 giving instructions

A

Are you an experienced researcher looking for a postdoctoral fellowship?
Submit your grant application for the IEF scheme and gain the opportunity to acquire new research skills or to work in other sectors.

B

- Fill out the Software Grant application Form – we encourage you to develop this with a project team and recommend that you keep a copy for your records.
- Sign the Programme Authorisation Form. The Grant Application must be endorsed by both the Lead Institute Director/Principal as well as Director/Principal of any participating organisation.
- Submit the Application and Authorisation forms to: *Innovative Teachers Programme Manager*.

C

Peter Tóth is a Marie Curie IEF fellow. Through his BIOBROOM project, he has developed a biological control method against 'broomrapes', parasitic weeds that would be eliminated by flies, making the use of herbicides unnecessary.

D

Period 2 will be open from 15 September to 31 October. Grant recipients will be **notified** by 1 December and will be **awarded** grants for two years, beginning on 1 January and ending 31 December. Projects may **commence** in the spring term.

Grant recipients will be eligible to apply for subsequent grants after the **initial** two year period.

4 What contents and language features of Texts A–D helped you decide on their functions?

5 In Text D, what words can be used instead of the words in bold?

Reading focus 2

6 Work as quickly as possible. Scan Text E to find answers to the following questions.

1 How many sections are there in the Table of Contents?
2 Which parts of the proposal have no page limit?
3 What happens if some parts of the proposal are longer than the instruction requires?
4 Which section mentions the need for the proposed project to be up to date?
5 What is/are the guiding document(s) for evaluation criteria?

E

To draft PART B of proposals, applicants should take into account the following structure. If required for an adequate description of their project, applicants can add further subheadings. Applicants must ensure that sections B1, B2 (except the CV), B3 and B4 do not exceed the given page limits. Experts will be instructed to disregard any excess pages.

Table of Contents

B1 SCIENTIFIC AND TECHNOLOGICAL QUALITY (MAXIMUM 7 PAGES)

B1.1 Research and technological quality, including any interdisciplinary and multidisciplinary aspects of the proposal
B1.2 Appropriateness of research methodology and approach
B1.3 Originality and innovative nature of the project, and relationship to the 'state of the art' of research in the field
B1.4 Timeliness and relevance of the project

B2 QUALITY OF THE RESEARCHER (SECTIONS B2.1–B2.4: MAXIMUM 5 PAGES)

B2.1 Research career potential
B2.2 Research and technological quality of previous research*
B2.3 Independent thinking and leadership qualities
B2.4 Match between the fellow's profile and project
B2.5 Curriculum Vitae – *NO PAGE LIMIT*

B3 IMPLEMENTATION (MAXIMUM 4 PAGES)

B3.1 Quality of host organisation, including adequacy of infrastructures/facilities
B3.2 Feasibility and credibility of the project, including work plan
B3.3 Management: Practical arrangements for the implementation and management of the research project**

B4 IMPACT (MAXIMUM 5 PAGES)

B4.1 Contribution to research excellence by attracting and retaining first class researchers

B4.2 Potential and quality of the researcher's long term professional integration in Europe

B4.3 Potential of transferring knowledge to the host organisation

B4.4 Capacity to develop lasting co-operation and collaborations with other countries

B4.5 Plans for dissemination and exploitation of results development

B4.6 Impact of the proposed outreach activities

B5 ETHICAL ISSUES – (NO PAGE LIMIT)

BIBLIOGRAPHY

END PAGE

* Sub-criteria to be developed in the light of the principles of the 'European Charter for Researchers' and the 'Code of Conduct for the Recruitment of Researchers'.

** Any leave of absence of more than one year such as maternity/parental leave, sick or family care leave, military service, humanitarian aid work, etc. will be taken into account.

7 Look through the text again. What language feature do all the items have in common?

8 What might the *ethical issues* section be about? Note down your predictions. (You will need them later.)

Vocabulary focus

9 Read Text E again. It includes a large number of abstract nouns.

1 Why do you think there are so many abstract nouns in this text?
2 Many abstract nouns are formed by adding a suffix to a noun, verb or adjective. Complete the table below with nouns from the text. (Check the meaning of unknown words in the dictionary.)
3 Which are formed from nouns, which from verbs, and which from adjectives?
4 In pairs, compare your tables.

-ness	appropriateness, ...
-ity	
-ology	
-ship	
-ence	
-ance	
-tion	
-ment	

10 Work in pairs or small groups. Imagine that you are going to submit a proposal. Discuss which section would seem most challenging to write up. Explain why you think so.

Reading focus 3

11 Work in pairs. Read the first paragraph of Text F.

1 Choose the best word/expression in options 1–9.
2 Explain your choice.

12 Read the whole of Text F to check the predictions you made in Activity 8. Say if they were correct.

F

ETHICAL ISSUES

Ethics is (1) *very important/central* to scientific integrity, honesty and clarity of science. It is (2) *considered/seen as* essential by the REA and the European Commission in the research activities that it (3) *pays for/funds* or carries out itself. This means that in any proposal (4) *sent/submitted* to the 7th Framework programme, ethics issues must be identified and addressed. Proposals that (5) *put/pose* ethics (6) *concerns/worries* will be flagged. If some aspects are (7) *unfinished/incomplete*, clarification may be (8) *sought/asked for*, but this will (9) *cause/bring about* delays in the application process.

Considering ethics issues from the concept stage of a proposal enhances the quality of research.

Applicants should take time to consider the benefit/burden balance of the research activities; consider the impact of the research, not only in terms of scientific advancement, but also in terms of human dignity and social and cultural impact; consider elements such as the ethics and social impact of the research and whether there is a balance between the objectives and the means.

13 Work in pairs on Text F.

1 Identify and write down the key words that can help you summarise the text.
2 Now work on your own to explain the gist of the text in one or two sentences.
3 Compare sentences with your partner. Choose the one which expresses the main idea better. If necessary, improve it.

Reading focus 4

14 **Read Text G and make a flow chart showing the sequence of negotiation. Compare your charts in pairs or small groups.**

G

The Project Phase

Successful proposals will be invited to enter into negotiation. On the basis of the information provided, a 'grant agreement' is prepared and sent to the host organisation ('beneficiary'). The grant agreement should be signed in duplicate and returned to the Research Executive Agency for signature. Before the project starts, the host organisation signs an employment contract ('agreement') with the selected fellow in line with the provisions of the grant agreement. The start of the project will normally take place after the grant agreement enters into force, i.e. after its signature by the Research Executive Agency. *Exceptionally*, the start date of the project can be fixed retroactively (a date prior to the signature of the grant agreement) at the request of the host organisation and the researcher, *but at their own risk in case the negotiations fail.*

15 **What is the function of *italics* in this text?**

Follow-up

16 **Reading texts about grants on the internet.**

1 Search the internet and find a grant-giving scheme/programme that you would be interested in participating in.
2 Which criteria did you use to make your choice? Write them down.
3 Analyse the information and structure your notes according to the criteria.
4 Give a brief report to the group on your chosen programme and your reasons for choosing it.

Listening

module 2

In this module you will:

- listen to a range of formal and informal academic situations
- develop your ability to listen effectively for different purposes

Unit 1 Attending a conference

By the end of this unit you will be able to

- use a variety of clues to predict the language and the content of listening
- extract specific information from short conversations at an arrivals hall and at a hotel reception desk

Lesson 1 Arrival

Lead-in

1 **Look at the picture. What problem do you think the traveller has? Have you ever had this problem at an international airport?**

2 **Work in pairs. Why might nobody have come to meet the traveller? Make a list of ideas.**

The car is stuck in a traffic jam.

Language focus

3 **Look at the list of language functions a–f. What phrases can you use to greet, introduce yourself, etc.?**

a greeting and introducing *Hello, my name is ...*
b asking for information
c giving information
d asking for instructions
e giving polite instructions
f making a request

4 ⊙2 **Complete these sentences from six conversations. Then listen and check.**

1 Hello, _____'s Kate Cornfield here.
2 I'm just _____ how to get to the conference.
3 I'll go to Terminal 1 and wait there, _____ I?
4 I'm just wondering _____ I should do.
5 Could you please _____ _____ a minute?
6 There _____ _____ to be anyone here to pick me up.
7 I'm just wondering _____ I _____ go.
8 _____ you _____ me where the taxi rank is?
9 How _____ I _____ you?
10 Someone was _____ to meet me at the bus station.
11 If you'll _____ for _____, I'll find _____ what the problem _____.
12 _____ you wait a little _____ longer?
13 I've _____ _____ that the taxi broke _____ on the motorway.

5 Match sentences 1–13 in Activity 4 with functions a–f in Activity 3.

Strategy focus

6 Answer the questions. Then identify the type of prediction in the conclusion about listening strategies.

1 What did you predict in Activities 1 and 2?
2 What did you predict in Activity 3? How accurate was your prediction in terms of content and in terms of language?
3 What helped you to complete the gaps in Activity 4?
4 What is the purpose of Activity 5?
5 Did these activities help you listen? Why / Why not?

Before listening we normally make predictions. We usually predict content and language.

1 _____ prediction: we guess the possible content of listening based on our background/ general knowledge of the world, knowledge of the culture or some subject knowledge.

2 _____ predictions: we guess the possible words, phrases that we might hear, based on the context/situation.

Skill development focus

7 ⊙3 **Listen to six conversations at an arrivals hall and tick the problem each person has. Give evidence.**

	Kate	Adam	Tasha	Tamara	Bolek	Reiko
1 The car is stuck in a traffic jam.						
2 The car is delayed because of a road accident.						
3 The car has broken down.						
4 The driver is at a different terminal.						
5 The traveller is in the wrong place.						
6 The driver is late as he got the time wrong.						

8 3 **Listen again. Are the statements below true (T), false (F) or there is no information given (NG)? Correct the false statements.**

1 Kate Cornfield should find the driver in Terminal 2. ___
2 Adam Murray doesn't agree to wait for the driver. ___
3 Tasha Blueberry should get a bus at the main entrance. ___
4 Tamara Orlova's flight has been delayed. ___
5 Bolek Grabowski is going to wait for a driver in a café. ___
6 Reiko Taketo has to wait 10 minutes before her taxi arrives. ___

Follow-up

9 4 **Listen to three conversations at an arrivals hall. Some responses are missing in the conversations. You will hear a number for each gap (1–8). Write the number of the gap next to the appropriate response (a–k).**

Conversation 1
a OK. Thanks. ___
b It's Hank Bright here. ___
c Yes, you can. ___
d There doesn't seem to be anyone to pick me up. ___

Conversation 2
e Yes, you may. ___
f Could you please hold on a minute? ___
g Speaking. How can I help you? ___

Conversation 3
h OK. Thanks. Sounds good. ___
i Hello. Can I speak to Julia Gassings please? ___
j OK, can you tell me where the taxi rank is? ___
k Hello. It's Julia Gassings here. ___

10 5 **Listen to the complete conversations and check your answers to Activity 9.**

11 5 **Listen again. Are the statements below true (T), false (F) or there is no information given (NG)?**

1 Hank Bright has just arrived at the airport. ___
2 Hank Bright should wait for the driver at Terminal 1. ___
3 Bartley Brown agrees to wait for the driver. ___
4 The taxi sent for Julia Gassings is in a traffic jam. ___
5 Julia Gassings doesn't know where the taxi rank is. ___
6 Julia Gassings will pay for the taxi by credit card. ___

12 4 **Listen again to the conversations with gaps from Activity 9. When you hear the gap, say what is missing.**

Lesson 2 Welcome to the Grand Hotel

Lead-in

1 Look at the picture and make a list of things a traveller typically asks for or is asked about at a hotel reception desk.

Language focus

2 Explain the underlined words and phrases.

1 When you give your details you *state your name, address and other personal information as required.*
2 When you sign something you ...
3 When you say I'm just wondering you are going ...
4 When you ask if something is available you want to know ...
5 When someone makes a booking they ...
6 If there is an extra charge, it means you ...
7 You check out when ...
8 You need directions when you have lost ...

Skill development focus

3 ⊙6 Work in pairs. Decide how to complete the phrases and who might say them: a receptionist (R) or a traveller (T). Then listen to a conversation at a hotel reception desk and check your ideas.

1 Welcome _____ _____ Grand Hotel.
2 Could you fill out _____ _____ with your _____ and car registration _____, please?
3 I'm just wondering if there's access to _____ _____ in the _____.
4 You can pay for it when checking _____, with _____ or _____ _____.
5 Does your restaurant here serve _____ _____?
6 There are _____ to all the conference meeting rooms.

4 ⊙6 Listen to the conversation again and tick the information the traveller requests.

1 How to use the key card.
2 What hotel rules he must follow.
3 If he can use the internet in his room.

4 If the business centre is available at night.
5 If he will have to pay for using the business facilities.
6 How he can pay for extra services.
7 If there is a vegetarian restaurant.
8 How to find the meeting room.

Strategy focus

5 7 **Read the extracts and say which are requests for information. Then listen and check.**

1 There are a few things you should know about the hotel.
2 I'm wondering if there is wi-fi in my room.
3 Do you have an ironing room?
4 If you call Housekeeping, they'll do it for you.
5 There is a café in the hotel, isn't there?
6 I saw the sign for the gym.

6 Answer the questions.

1 What are the different ways of asking for information?
2 How do you know that it is a request in each case?
3 Complete the information below about strategies for listening for detail. Use the words from the list below. There is one word you do not need.

who	question	context	rising	wondering	falling	requested	language

Before listening for detail we first make [1]_____ and [2]_____ predictions.
Then we pay attention to [3]_____ is speaking and how information is [4]_____.
A request can be in the form of a [5]_____, a statement with a [6]_____ tone or it can start with a phrase signalling a request (e.g. *I'm* [7]_____).

Follow-up

7 7 ***Listen to the conversation in Activity 5 again and write down three more requests.***

8 6 **Listen to the conversation in Activity 4 again and write down the exact phrases for the requests.**

Follow the steps below.

1 Think of possible phrases before you listen.
2 Listen to the whole conversation and make a note of the phrases while listening. Do not stop listening even if you miss something.
3 When the recording is over, write down the words which you didn't write while listening.
4 Then, listen to the conversation with a pause after the missing phrases.
5 Check, add to and correct your notes.

Lesson 3 I seem to have a problem

Lead-in

1 Look at the list of the Grand Hotel room facilities and say which you are likely to use when you stay in a hotel. Why?

Room facilities

- Personal safe
- Laundry and dry-cleaning service
- Shoe-shine service
- High-speed wireless internet access
- Telephone
- Flat-screen LCD TV
- Fully stocked mini-bar
- Electronic door locks
- Room service

safe /seɪf/ noun [C] a strong box or cupboard with special locks where valuable things, especially money or jewels are kept

laundry /'lɔːndri/ noun [U] clothes, sheets, etc. that need to be washed: *to do the laundry; a laundry basket*

dry cleaning a shop where clothes are cleaned with chemicals

stock (v) to fill something such as a cupboard or shelves with food or goods

2 Tick the situations in which you need to call the receptionist from your hotel room.

1 You want to order lunch in your room.
2 You want nobody to disturb you.
3 You want to have your laundry done.
4 You cannot get into your room.
5 There is no water in your room.
6 You have problems with internet access.
7 You want to order a taxi.

Skill development focus

3 8 **Listen to extracts from three conversations with a hotel receptionist. Match a speaker (A, B or C) to one of the problems (1–5) below.**

The guest ...

1 wants to order lunch in his/her room.
2 wants to have his/her clothes washed.
3 cannot get into his/her room.
4 needs access to the internet.
5 wants to order a taxi.

4 What could a receptionist do to help the guests (A, B or C in Activity 3)?

Listening for relevant information

5 9 **Work in three groups. Your teacher will give each group a different set of tasks (A, B or C). Listen to three conversations and do the tasks on your card.**

Follow the steps:

1 Read the questions and the options on the card.
2 Get ready to note down a room number.
3 Listen to the conversation and tick the correct options on your card.
4 Check your answers with your group.

6 Work in new groups (A+B+C) and complete the other two cards. Don't show your card to the other people in your group but share the information.

7 Work in the same groups (A+B+C) and answer the questions below.

1 Who gets immediate help?
2 Who is staying on the eighth floor?
3 Who gets detailed instructions on what to do?
4 Who is told of a possible cause of the problem?

Strategy focus

8 Read the tips for listening for relevant information. Do you agree with them? Which activities did you use the strategies in?

To be successful in listening for relevant information you should ...
1 read the task and make predictions.
2 check your predictions while listening.
3 decide on what information is important.
4 try to catch every single word.
5 listen for the information required by the task.
6 try to understand everything the first time you listen.

Follow-up

9 ⊙ 10 **Listen to the conversations and answer the questions.**

1 What problem does each guest have?
2 What is the solution to the problem?

10 ⊙ 11 **Read the options for the guest's replies. Listen to what the receptionist says. Choose the guest's reply from the options and say it in the pause. Then listen and check.**

1 **Guest:** *Thank you, not at all. / No, there's no connection at all. / Very slowly.*
2 **Guest:** *I just checked my email in the morning. / No, only for an hour. / Yes, all morning.*
3 **Guest:** *Yes, how much is it? / Yes, how many hours of free internet can I have? / Yes, how much is the game?*
4 **Guest:** *OK, I see. €16 per hour. / OK, I know. / OK. Do I have to pay now?*
5 **Guest:** *That's fine. / What do you do? / Oh, that's a pity.*

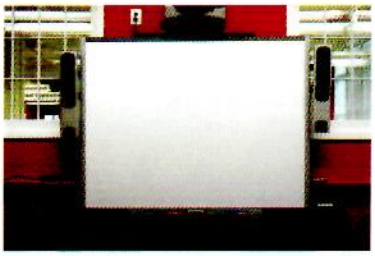
Unit 2 Troubleshooting

By the end of this unit you will be able to

- use a variety of clues to predict the content of listening
- recognise the communicative functions of utterances according to situations, participants and goals
- extract specific and detailed information
- infer the meaning of unknown words in a listening text

Lesson 1 Is there any technical help?

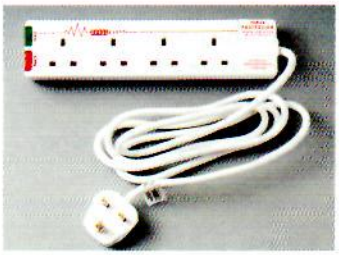
Lead-in



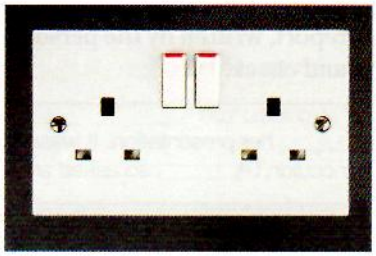
IWB

laptop

memory stick



extension lead



socket

1 Look at the pictures and answer the questions below.

1 What problem do you think a presenter might have with this equipment?
2 What other equipment might a presenter have a problem with? Make a list.
2 Have you ever had problems as a presenter at a conference?
3 Who usually helps you?

Language focus

2 Match the verbs to the objects in Activity 1. Make a list of all possible phrases.

1 to stop working
2 to set up
3 to use
4 to show
5 to have a picture on
6 to recognise
7 to plug in
8 to put in
9 to have got a virus
10 to check
11 to save something on
12 to reboot
13 to connect up
14 to switch on/off

3 ⊙ 12 **You are going to hear some short situations with phrases from Activity 2. Listen and tick the phrases you hear.**

Skill development focus

4 ⊙ 13 **Listen to a conversation that takes place a few minutes before a presentation starts. When you hear a beep, predict what you will hear next. Then continue listening and check.**

5 ⊙ 14 **Listen to phrases 1–6 and match them to functions a–f.**

a checking someone is the right person to help with a problem ___
b asking for help ___
c showing willingness (readiness) to help ___
d detecting/solving a problem ___
e expressing gratitude (thanks) ___
f responding to thanks ___

6 ⊙ 14 **Listen again and complete the sentences below.**

1 I'll see _____ .
2 _____ the IT _____ ?
3 My _____ .
4 _____ the connections. There might be a _____ . We _____ to use another socket. OK, I'll _____ .
5 Can you have _____ for me?
6 Thanks. I really appreciate _____ .

7 ⊙ 15 **Listen to another conversation. Which of the functions from Activity 5 does the speaker use? Write down the order of the functions in the conversation.**

8 ⊙ 15 **Complete this report, written by the person in charge of the presentation equipment. Then listen and check.**

A presenter asked me [1]_____ her presentation. It wasn't on the list of [2]_____ but I lent her my laptop. The presenter couldn't [3]_____, so asked an IT technician [4]_____ for her.

Strategy focus

9 **Complete the questions below.**

Before listening, we normally make predictions and then we check them as we hear. However, there may also be points where the conversation changes. So, it is important to ask yourself these questions.

1 *Did I* _____ *that right?*
2 Did I _____ what the speaker meant?
3 _____ did the speaker say that?
4 What will the speaker say _____?
5 Did the speaker _____ the topic?

Follow-up

10 ⊙ 16 **Listen to a conversation at a conference. When you hear a beep, predict what you will hear next. Then continue listening and check your ideas.**

11 ⊙ 16 **Listen to the conversation again. Are the statements below true (T) or false (F)?**

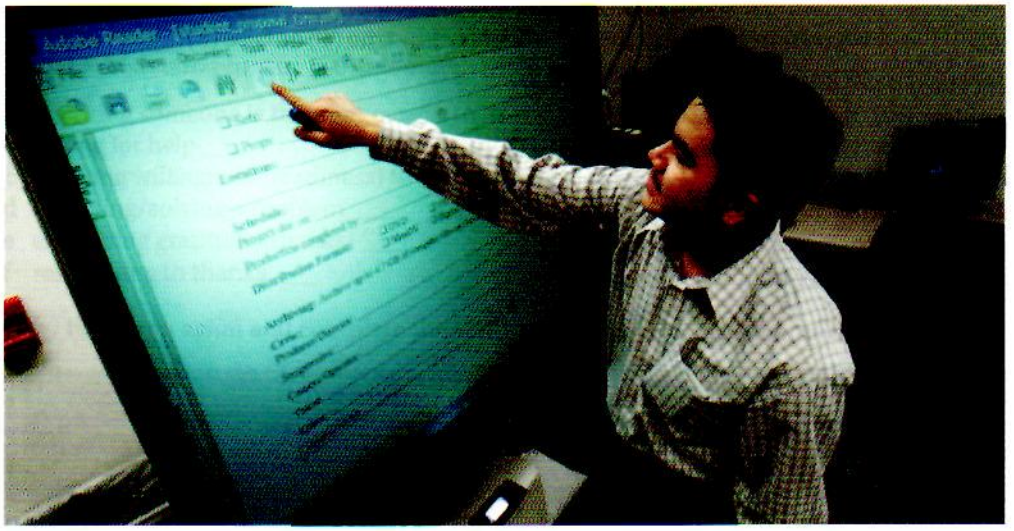
1 The presenter started the presentation ten minutes ago.
2 There is a problem with the memory stick.
3 The IT technician solved the problem by changing the leads.
4 The presenter needs a backup because the laptop has a virus.
5 The presenter asks for internet access to open the presentation.
6 The presenter needs a password to log on to the internet.
7 The presentation started later than scheduled.

12 ⊙ 16 **Listen again and complete the statements.**

Problem	**1** The laptop _____ _____ _____ _____ _____.
The technician's advice	**2** We'll use _____ _____.
	3 Let's just _____ _____ _____ _____.
	4 We'll _____ _____ _____ _____.
	5 Let me just _____ _____ _____ _____ _____.
Result	**6** You've _____ _____ _____!
Attempt to solve the problem	**7** Do you have another _____ _____ _____ _____ for your _____?
	8 Is there _____ _____ _____ in this room?
	9 You can _____ _____ _____ our network.
Solving the problem	**10** I'm just _____ _____ _____ _____.
	11 It's just _____ _____.
Apologising	**12** I'm really _____ _____ _____ _____ in starting the presentation.

Lesson 2 Are you in charge?

Lead-in



1 ⊙17 **Read the statements below about Interactive White Boards (IWBs). Then listen to what some teachers (1–3) say and match their opinions to the statements (a–c).**

a An IWB provides access to a vast library of resources for instruction and the added feature of interactivity.
b Those who embrace new technology have a powerful tool at their fingertips.
c An IWB is interactive only if a highly qualified teacher uses it.

2 Work in pairs and discuss the questions below.

1 Which teacher's opinion do you agree with most? Why?
2 What do you use an IWB for?
3 Have you ever had technical problems with an IWB? What happened?
4 What other technical problems might you have with an IWB?

Listening for specific information

3 ⊙18 **Listen to the beginning of a conversation that takes place before a presentation starts. Answer the questions.**

1 Has the presenter found the person in charge of the room?
2 What is the problem in the room?
3 How much time does the presenter have to prepare for the presentation?
4 Has the person in charge made the IWB work?

4 What do you think the person in charge will suggest next? Make a list of ideas.

5 ⊙18 **Listen to the end of the conversation and check your ideas.**

6 You are going to listen to a conversation where a presenter has a problem with the laptop. What are some common problems people have with computers and laptops?

7 ⊙19 **Listen to the beginning of another conversation and say what problem the presenter has.**

8 19 **Listen to the whole conversation and complete the chart.**

1 what the person in charge does	
2 what the presenter asks for	
3 what the person in charge does this time	
4 who helps the presenter	
5 why they ask the audience to wait for a couple of minutes	

Strategy focus

9 20 **Listen to this extract from the conversation and do the tasks below.**

1 Complete the phrase: *we* _____ *hitch*
2 What will happen after the action in *1*?
3 What type of word is *hitch*?
4 Choose the best meaning for *hitch* (a, b, c or d) in this situation.
   a a device for a presentation
   b a temporary difficulty that causes a short delay
   c a small problem
   d a complicated problem

10 Decide whether the following statements are true (T) or false (F).

To infer the meaning of an unknown word you should:
1 get an idea of what the extract you are listening to is about.
2 identify the context around the unknown word.
3 identify the type of word, or function, of the unknown word.

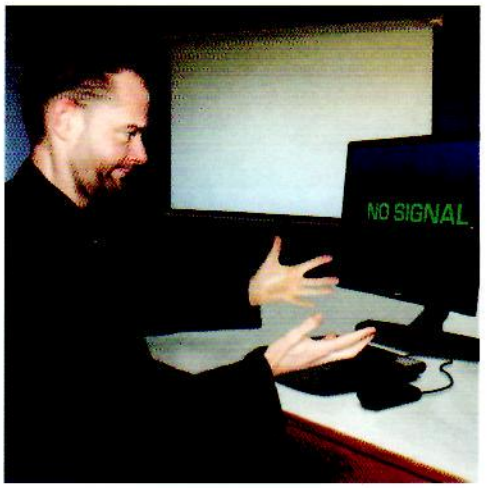
Follow-up

11 18 **Read the statements below. Write down what you think the person on the recording said in each of these situations. Then listen and check your ideas.**

Someone ...
1 wants to know if a specific person is in charge of the room.
2 wants to know what to do if there is a problem with the equipment in the room..
3 wants to know if a presentation is starting soon.
4 says that they can't help.
5 says that they can't work without an IWB.
6 wants to know if the presenter will agree to change the room.
7 says that they approve of an idea.
8 asks the person in charge to inform late participants about a room change.
9 agrees to help.

Lesson 3 Is the problem solved?

Lead-in



1 **Look at the pictures and answer the questions.**

1 What problem do you think each presenter has?
2 How can it be solved?

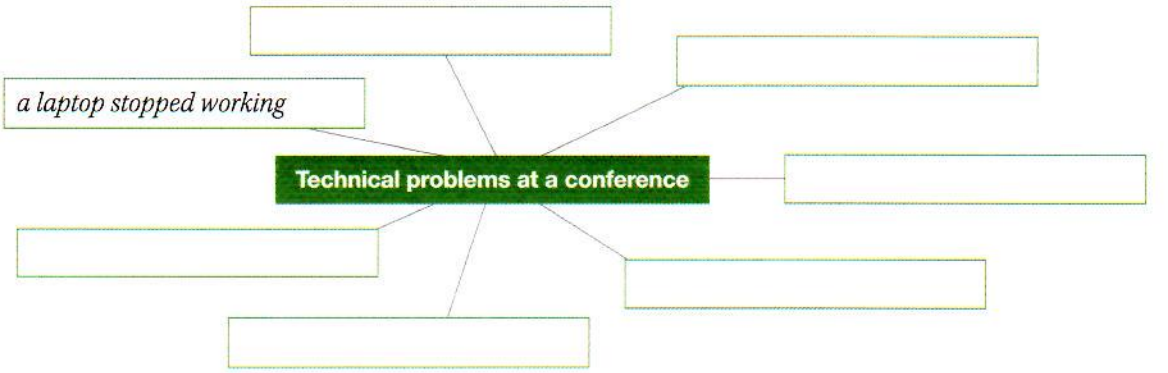
2 **Work in pairs. Act out a short conversation between a presenter and a person in charge, based on the pictures.**

Listening for specific information

3 ⊙21 **Listen to two conversations at a conference. Complete the table below while listening.**

	object	problem	solution	who helped
1				
2				

4 **Make a list of possible technical problems at a conference. Complete the spidergram.**



5 **Work in two groups.**

Group 1: You are presenters. Prepare to find the person in charge, ask for help and tell them about the problem. Discuss all the problems in Activity 4.

Group 2: You are the person in charge. Prepare to suggest possible solutions to the problems in Activity 4.

6 **Work in pairs (a presenter and a person in charge). Your teacher will give you a problem from Activity 4. Discuss the problem.**

7 **Take turns to act out your problems from Activity 6 in front of the group. Complete the chart below while listening to the other groups.**

	object	problem	solution
1			
2			

Follow-up

8 21 **Listen to the conversations in Activity 3 again and write down exact phrases the speakers use to express the following functions.**

	Conversation 1	Conversation 2
explaining the problem		
asking for help		
agreeing to help		
explaining the situation		
approving of the actions of the person in charge		
thanking the person for their help		

Lesson 4 Good news ... Bad news ...

Lead-in

1 When do you usually do the following: before or during a conference? Put ticks in the table.

	before	during
register at a conference		
pay the conference fee		
register for a social event		
register for a session		

2 At conferences, you often hear announcements. Discuss the questions in pairs and be ready to share your ideas with the group.

1 What are conference announcements usually about?
2 Is it easy or difficult to understand the information you need? Why?
3 Some people say that numbers are the most difficult to understand while listening. Do you agree?

Language focus

3 ⊙ 22 **Listen and choose the numbers you hear twice.**

1 12/20 **2** 13/30 **3** 14/40 **4** 15/50 **5** 16/60 **6** 17/70 **7** 18/80 **8** 19/90

Strategy focus

4 ⊙ 23 **Listen to the announcements and work out the meaning of each word by answering the questions below.**

1 _____ _____ _____ *fee*
   a Complete the phrase with the missing words.
   b What can be done with a *fee*?
   c Is *fee* a noun here?
   d What does *fee* mean?

2 _____ _____ _____ _____ *our treasurer*
   a Complete the phrase with the missing words.
   b What can a *treasurer* do?
   c What type of word is *treasurer*?
   d What does *treasurer* mean?

3 *postponement of the* _____ _____ _____
   a Complete the phrase with the missing words.
   b What happened to the speaker?
   c When was her talk planned?
   d Will she speak? When?
   e What does *postponement* mean?

4 *cancellation of today's* _____
   a Complete the phrase with the missing word.
   b What information might help you to understand this word?
   c What does *cancellation* mean?

Skill development focus

5 24 **Listen to five announcements at a conference venue and tick the purpose of each.**

purpose	1	2	3	4	5
a to remind delegates about registration for participation in a session					
b to tell the delegates about the change in the schedule of the conference					
c to tell the delegates when and where they can pay the fee					
d to inform the delegates about an after-conference event					
e to inform the delegates that one of the events will not take place					

6 24 **Listen to announcements 1–4 in Activity 5 and fill in the gaps below.**

Announcement 1

1 The last day for payment is Thursday, _____.

2 *The treasurer is in Room* _____.

Announcement 2

3 Dr Bakar was to give his talk at _____ today.

4 The participants can listen to Dr Bakar the next day at _____.

Announcement 3

5 The tour bus leaves at _____ and returns at about _____.

Announcement 4

6 You have to sign up by _____ o'clock if the parallel sessions start at _____ o'clock, and by _____ o'clock if the parallel sessions start at _____ o'clock.

Follow-up

7 25 **Listen to three announcements and match each one to its purpose (a–h).**

	a to inform the delegates about a change in time
Announcement 1	**b** to inform the delegates about the price of the dinner
	c to inform the delegates about a change of place
Announcement 2	**d** to tell the delegates about the venue for the dinner
	e to tell the delegates about the opening of something
	f to tell the delegates about the desk opening hours
Announcement 3	**g** to tell the delegates about the menu of the dinner
	h to inform the delegates about the conference dinner

8 25 **Listen to the three announcements again and do the tasks below.**

1 Announcement 1: correct the schedule below.

14.00	Parallel session 1	Reform in Engineering of European Countries	Room H203

2 Announcement 2: complete the information below.

Information desk opening hours			
Thursday	**Friday**	**Saturday**	**Sunday**
_____ - _____	_____ - _____	_____ - _____	_____ - _____

3 Announcement 3: answer the questions below.

a What is the event?

b When is the event? (day and time)

c Who can the delegates bring along?

d What is the price?

Unit 3 Networking

By the end of this unit you will be able to

- extract specific information from short conversations while networking
- recognise stress and rhythm in spoken English
- identify key words in utterances
- identify communicative functions of phrases while listening

Lesson 1 Have we met before?

Lead-in

1 ⊙26 **Listen to the beginning of a conversation between two people at a conference and answer the questions below.**

1 What event did they both take part in yesterday?
2 Are they talking in a very formal situation now?
3 Do you find both speakers equally easy to understand?

Language focus

2 ⊙27 **Listen to the beginning of another conversation between two people at a conference. Answer the questions.**

1 When does the conversation take place?
2 How does the man know about the woman's work?

3 ⊙27 **Listen to the conversation from Activity 2 again. Write down the sentences which support your answers. Then answer the questions.**

1 Which sentence refers to the time of the event both speakers attended? What verb form is used?
2 Which sentence describes the speaker's experience as important for the present? What verb form is used?
3 Which verb form is easier to hear? Why?

Skill development focus

4 ⊙28 **Look at the full and contracted forms in the box. Then listen and complete the sentences with the correct contracted forms.**

Full form	have	is	was not	would	will	did not
Contracted form	've	's	wasn't	'd	'll	didn't

1 I _____ had a lot to do.
2 How _____ the conference going for you?
3 Well, sorry I _____ there to see you.
4 What _____ your area of expertise?
5 And I _____ got an abstract as well which you could have.
6 I _____ had to cancel the meeting.
7 I _____ really appreciate that.
8 I _____ go for the first method.
9 Sorry, I _____ hear about that.

Strategy focus

5 29 **Every speaker is unique. Listen to eight utterances and match them with their standard written form (a–h). The first one is done for you.**

_____ **a** How are you?

_____ **b** Very well, thanks.

__1__ **c** Yes, I was. I don't know if ...

_____ **d** I think you were at my presentation yesterday, weren't you?

_____ **e** *Fine, thanks. And how's the conference going for you?*

_____ **f** You know, I'm a great admirer of your work and the presentation really impressed me.

_____ **g** I wonder if we could perhaps meet up later on to discuss ...

_____ **h** Hello, it's Alan, isn't it?

6 30 **Order the sentences in Activity 5 to make a conversation. Then listen and check. Role-play the conversation.**

7 Answer the questions about the utterances in Activity 5.

1 What is noticeable about the words *conference* and *perhaps* in the way the speaker pronounces them?
2 What is noticeable about the phrase *admirer of*?

8 What can help you identify words in continuous speech? Tick the options you agree with.

1 Rely on consonants.
2 Reconstruct the words from context.
3 If accents are used, establish similarities with and differences from standard written English.
4 Ask your partner to speak more slowly.
5 Avoid communication.

Listening for specific information

9 31 **Listen to the beginning of three conversations. Write down the initial phrases of each first speaker.**

10 31 **Listen again to the conversations from Activity 9. Make notes in the table.**

	Who are the speakers? (personal details: e.g. names, country/city)	Where/When does the conversation take place?	Where/When did the speakers see each other before?
Conversation 1			
Conversation 2			
Conversation 3			

Follow-up

11 32 **Listen to five sentences and write them down.**

12 33 **Order the sentences in Activity 11 to make a conversation. Then listen and check.**

Lesson 2 What did you think of it?

Lead-in

1 34 **Listen to an extract from a conversation between two people at a conference and answer the questions.**

1 What does the woman think of the conference?
2 What does the man think about his talk at the conference?
3 Are these opinions easy to understand? Why? Why not?

Language focus

2 Study the examples of noun phrases below. Underline the head noun in each example.

1 An interesting workshop.
2 The workshop on project development.
3 *The workshop by O'Brien.*
4 The students' presentation.
5 An online learning performance case study.

3 35 **Listen to the noun phrases from Activity 2. Write down the word which is most important for the speaker (the key word) in each of them.**

1 interesting

4 Answer the questions.

1 What helped you to detect the key words in Activity 3?
2 Are they the same as the head nouns in Activity 2?

5 36 **Listen and complete the sentences with the missing noun phrases.**

1 It was _____ _____ _____ _____ _____, wasn't it?
2 Do you mean the _____ _____ _____ _____ _____ _____ _____ _____ _____ _____?
3 What did you think of _____ _____ _____ _____ _____?
4 They have to sessions that look quite interesting to me. One's on _____ _____ _____ _____ _____.
5 And the other is _____ _____ _____ _____ _____.

6 36 **Listen to the statements from Activity 5 again and write down the key words. More than one key word in a noun phrase is possible.**

1 project

Skill development focus

7 Read the incomplete sentence below and answer the questions.

The presentation is about ...

1 Does the sentence make sense? Why / Why not?
2 Why is it important to understand what part of a sentence contains the key information?

8 Say the statements below one at a time and complete them in your own way. Then listen to your teacher say versions of the same statements, repeat them and develop them further. Repeat this until you get to the end of each statement.

1 The presentation is about ...
2 It was one of those presentations where ...
3 I came out ...

Strategy focus

9 What helps you to identify key words when someone is speaking? Tick the correct options below. Give reasons.

1 sentence stress
2 repetition of the word
3 position of the word in the sentence
4 structure of the sentence
5 type of word (verb, noun, adjective, etc.)
6 context
7 the speaker's behaviour

Listening for opinions

10 37 Listen to an extract from a conversation. Identify the key words the man uses to express his opinion.

11 Answer the questions about the conversation from Activity 10.

1 Is the man's opinion positive or negative? How do you know?
2 What helped you identify the key words?

12 38 Listen to another conversation and make notes in the table about what the speakers liked and disliked about the presentation.

	liked about the presentation	disliked about the presentation
man		
woman		

Follow-up

13 39 Listen to another extract from a conversation where a woman expresses her opinion. Make a note of the key words she uses.

14 40 Listen to another conversation and answer the questions.

1 Who is the presentation by?
2 What is it about?
3 Did the speakers like or dislike the presentation? Why?

Lesson 3 What we'll do ...

Lead-in

1 How do people develop professional contacts at conferences? Make a list of possible arrangements they make.

2 ⊙41 **Listen to a conversation about arrangements and answer the questions.**

1 What will the man do?
2 What will the woman do?
3 What helped you understand the conversation?
4 Was anything difficult?

Skill development focus

3 ⊙42 **Listen to what a speaker says while making an arrangement and answer the questions.**

1 Is the way the speaker expresses his idea long or short?
2 Does he make all the words/phrases sound equally important?

4 ⊙42 **Listen again. Write down the words/phrases which are important for the listener who is making an arrangement with the speaker.**

what we'll do ...

5 ⊙43 **Listen and underline the stressed syllables in the sentences below. Then answer questions 1 and 2.**

a Er ... I'd be inclined to go to the session on the gender case study, the comparative gender case study.
b Er ..., but you know, the learning styles one ... you can catch up on the research in the presenter's articles.
c Well, er ... It was not really my area of interest ... not really my area of expertise, but I was really interested in the topic.

1 What words are stressed by the speakers?
2 What type of words are they (nouns, verbs, adjectives, pronouns)?

6 ⊙43 **Listen again. Tap on the table in time with the stressed words.**

1 What did you notice about the intervals between the stressed syllables?
2 How can rhythm and stress help you identify key words while listening?

Strategy focus

7 Complete the statement about how to identify key words in an utterance. You don't need to use all the words.

more important	less important	rhythm	stress	stressed	Unstressed	equal	unequal

How to identify key words in spoken English

There are some words in what a speaker says which are [1]_____ for the listener than the speaker. [2]_____ and [3]_____ of spoken English help to identify the key words. The [4]_____ words are more important for understanding key ideas in an utterance. They appear in speech after [5]_____ intervals. [6]_____ words 'stick' to the stressed ones. We can guess the unstressed words from the context.

8 44 Listen to what two speakers say while making an arrangement. Write down the key words which are important for the listener.

Speaker 1 interested more about, ...

Listening for specific information

9 45 Listen to extracts from two conversations in which the speakers are making arrangements. Make notes in the table.

	What do the speakers agree to do?	When?	Why?
1			
2			

Follow-up

10 46 Listen to two conversations between speakers who were at the same event, but did not have a chance to speak. Tick the functions the speakers use.

	1	2
1 initiating a conversation		
2 referring to the context of the previous meeting		
3 introducing oneself		
4 asking for opinion		
5 expressing opinion		
6 changing the topic		
7 making arrangements for the future (suggestion/request)		
8 asking for clarification		
9 confirming information		

11 46 Listen again. Write down an example for each function in Activity 10.

Initiating a conversation – Oh, hello, Stuart. How are you?

Lesson 4 Can we talk?

Lead-in

1 Do you agree with the idea 'politeness is an international concept'? Why / Why not?

Language focus

2 How can you start a conversation at a professional event with a person you do not know? Tick the functions below and think of example phrases.

1 initiating the conversation with a polite request
2 giving details about your job
3 paying a compliment
4 asking for advice
5 stating the purpose of the conversation
6 apologising

3 ⊙ 47 Listen to the beginning of a conversation after a conference and decide if the statements below are true (T) or false (F).

1 The speakers know each other well. ___
2 The man starts the conversation. ___
3 The man pays the presenter a compliment. ___
4 The man wants to talk to the presenter because she also works at a university. ___
5 The man wants the government to support his research. ___
6 The man feels it is all right if he asks the presenter for feedback on his research. ___

4 ⊙ 47 Listen again and fill in the missing words in the phrases below.

1 Could I have _____ with you, please?
2 I just heard your presentation. It was _____, very inspirational. I _____ enjoyed it. And I learned a lot.
3 I'm a researcher and I work at a _____.
4 And actually that's one of the reasons I wanted _____ to you because I saw you've done a lot of work with the government through your _____. And that's something I want to do.
5 Could you give me some _____?
6 I'm sorry if I'm _____ you.

5 *Identify the functions of the phrases in Activity 4. Use the list in Activity 2 to help you.*

Listening for relevant information

6 Make predictions about the way the conversation might develop. Complete the phrase below with what could help to win government support for research.

First of all, you have to have some really good ...

7 ⊙ 48 Listen to the main part of the conversation. Check your predictions for Activity 6 and choose the right answers for the questions below.

1 The woman advises the man to start by
   a approaching the government.
   b collecting statistical evidence.
   c having some really good qualitative research.

2 The woman believes that the most difficult task in winning government support is
   a getting close to governments.
   b lobbying governments.
   c choosing the right person to lobby.

3 According to the woman's experience, the best way to approach governments is by
   a phoning people.
   b emailing people.
   c developing networks.
   d inviting people to attend conferences.

8 49 **Listen to the end of the conversation. Choose the correct options in each conclusion. Give evidence for your choice.**

Conclusion 1

The man *is not persistent / quite persistent* with his request. The man *sounds polite / does not sound polite*. The man *feels / does not feel* comfortable about his request.

Conclusion 2

The woman is *polite / not polite*. The woman *agrees to read the whole paper / explains to what extent she is ready to help*.

Conclusion 3

When the woman agrees to help, the man responds *with thanks / by showing how happy he is.*

Follow-up

9 48 **Listen to the conversation from Activity 7 again. Write down the phrases which are close in meaning to the following words/phrases.**

1 evidence
2 the right solution to the problem
3 to think things over

10 49 **Listen to the conversation from Activity 8 again and complete the phrases below.**

making a request	responding to a request politely
1 I have _____ _____ _____ _____.	1 I'll _____ if I _____.
2 _____ _____ send you my research?	2 Well, I'_____ _____ _____ in an abstract ...
3 _____ _____ _____ just point me in the right direction for my research.	3 I'll _____. I'd be ... interested to see it and _____ to learn _____ _____ the background of the work...

11 49 **Listen again. Write down an example phrase for each of the functions below.**

1 exchanging contacts *Here's my card.*
2 thanking someone for something
3 saying goodbye at the end of a first conversation

Unit 4 In the audience

By the end of this unit you will be able to
- extract gist and specific information from oral presentations
- use a variety of strategies for listening to a presentation

Lesson 1 Your participation is welcome

Lead-in

1 What is the difference between a *lecture* and a *presentation*? Use the dictionary entries, your experience and the words and phrases in the box below to answer the question.

presentation [/ˌprezənˈteɪʃən/] n – [C] a formal talk in which you describe or explain something to a group of people: give/make a presentation on something

lecture [/ˈlektʃə(r)/] n – [C] a talk to a group of people about a particular subject, at college or university: give a lecture on something

length	visual support
students	university teachers
lecturers	administrators
managers	research
project	organisation
problem	interactive
relationship with audience	

Language focus

2 50 Listen to the explanations and make a note of the meaning of the words below.

1 divide
2 overview
3 exactly
4 define
5 attempt
6 dimension

3 51 Complete the table. Then listen and tick the word you hear.

noun	verb
participation	
	welcome
	behave
	define
meaning	

4 52 Read the dictionary entries below. Then listen to speakers A and B and write down the phrases that contain these words. Do speakers A and B use the words with the same meaning? How do they differ?

general [/ˈdʒenərəl/] adj. – not specific or detailed, describing only the main features

particular [/pəˈtɪkjələ(r)/] adj. – special, or this and not any other

addition [/əˈdɪʃən/] n – something that has been added to something else

5 53 **Listen and identify how many words are missing in each sentence. Then listen again and complete the sentences.**

1 I'm going to divide ...
2 I'm going to make an effort ...
3 What do they mean ...?
4 You can see what STEM stands ...
5 What are the pressures that they ...

Strategy focus

6 Work in pairs. Go through Activities 2–5 and match the sub skills below to the Activity you practised it in.

For effective listening we need to develop the following subskills:

a identifying when a familiar word is part of a prepositional phrase.
b identifying related words.
c noticing the unstressed parts in a phrase.
d identifying the functional difference between related words.
e relating what you hear to your previous knowledge.

Skill development focus

7 54 **Read these pairs of phrases and say how they differ. Then listen and tick the phrases you hear.**

1 **a** ... so many people here today from ... **b** So, many people here today from ...
2 **a** I'm going to talk ... **b** I'd been going to talk ...
3 **a** Thank you for coming along. **b** Thank you for coming alone.
4 **a** a fix **b** ethics
5 **a** I'm going to talk today about research ethics. **b** I'm going to talk to you today about research ethics.

8 Work in pairs. What part of the presentation did you hear in Activity 7: the start, the main part or the end? Give reasons.

9 55 **Read three extracts from presentations and decide what words are missing. Then listen and check your predictions. Which presentation would you prefer to go to? Why?**

1 I'm Ron Smithers and today _____ talk about how much scientists really know.
2 Good afternoon _____. My name is Joanna Richards and my _____ the role of metaphors in science.
3 Well, in my presentation _____ I will try to answer the question: How is mathematics like a language? And I'm really glad _____ in the audience and I hope the presentation _____ to your expectations.

10 56 **Listen to the presentation opener and complete the overview slide.**

Presentation overview

1 What are _____ in general?
2 What are _____ in particular?
3 How different are research ethics in _____ and STEM (science, technology, engineering, mathematical) _____?
4 Why are some researchers sometimes _____?
5 What can you _____?

11 56 **Look at the phrases below from the presentation opener. There is one mistake in each phrase. Listen and correct the mistakes.**

1 I'm going to talk to you today about research methods and it's really nice ...
2 Thank you for coming alone.
3 The talk will be about 50 minutes and I'm going to divide it into sections.
4 First, I'm going to try to divide ethics in general.
5 I'm not Aristophane, Socrates or a Greek philosopher, but I'm going to make an attempt to do that.
6 Them I'm going to focus on research ethics in particular: what exactly they are ...
7 ... STEM stands for the science, technology, engineering and methodology disciplines.
8 What are the pressures that they work after?
9 ... and this is there your participation will be welcome.

12 Work in groups of three and prepare a presentation opener. You can use the following phrases to help you.

1 Today I'm going to talk to you about ...
2 I'm going to divide the talk into ...
3 First, I'm going to ...
4 Then, I'm going to ...
5 After that, I'm going to ...
6 Finally, I'm going to ...

13 Listen to your groupmate's presentation opener and write an overview slide.

Follow-up

14 57 **Listen to the opener of another presentation and answer the questions.**

1 What is the topic of the presentation?
2 How long will it take?
3 How many sections are there in the presentation?

Lesson 2 The three golden rules

Lead-in

1 Read the dictionary definition. You are going to hear the main part of a presentation on ethics. How do you think the topic might be connected to your field?

ethics [/ˈeθɪks/] n [C usually plural] a system of accepted beliefs which control behaviour, especially such a system based on morals

Skill development focus

2 58 **Listen to a definition of ethics and write down the key words.**

3 58 **Choose the correct options to make phrases from the definition in Activity 2. Then listen and check.**

1 conflict
   a there is a **b** where is a **c** it is a
2 do
   a that you **b** what you **c** how you
3 act
   a have you **b** how you **c** who you
4 believe
   a watch you **b** what you **c** that you
5 principles
   a your **b** her **c** the

4 Complete the extract below with the key words that make the definition understandable.

It's something which comes into play when [1] _____ between [2] _____ and [3] _____ on the one hand, and [4] _____ and [5] _____ on the other hand.

5 Compare the definitions in Activities 1 and 4 and say how they are different.

6 59 **Listen to the next part of the presentation and complete the missing information. What helped you identify it?**

There are three different levels of ethics the speaker is going to look at:
1 the _____ level;
2 the _____ level;
3 the _____ level.

Strategy focus

7 Read the statements below and say whether you agree with them or not. Why / Why not? Give examples from Activities 2–6.

1 When you listen to a longer piece of speaking, it is important to identify key words.
2 Key words are usually stressed and pronounced more distinctly.
3 Unstressed words can often be inferred based on context and the key words.
4 Some English words/phrases can be easily confused. You need to practise understanding the differences between them.

Language focus

8 60 **Read the pairs of phrases. How are they different? Listen and tick the phrase you hear.**

1 **a** ethical rules which we ought to follow
  b rules which govern ethics
2 **a** across all disciplines
  b a crossover of disciplines
3 **a** respect for
  b with respect to
4 **a** in a large society
  b society at large

Listening for gist and for specific information

9 61 **Listen to what the speaker says about the three golden rules of research ethics and tick the most important key words/phrases used. Give reasons for your choice.**

The first rule	respect research subjects human participants object of research animals the environment conversations confidential anonymous
The second rule	truth honesty standards field of research individual researcher evidence hypothesis
The third rule	accuracy quality of knowledge the best tools and instruments collection of data

10 Which statement below sums up this part of the presentation best? Give reasons.

1 Research ethics ought to be applied on all three levels – personal, professional and legal – in any field of research.
2 There are three main rules that ought to be applied in any field of research.
3 Respect for human beings is the basis for research ethics in any field of research.

11 Express each of the three golden rules in one sentence. Use words from Activity 9.

Strategy focus

12 Which of the Activities (9–11) was aimed at listening for specific information?

Follow-up

13 61 **Listen to the talk again and make notes on the questions below.**

1 What is the most important example of research ethics in psychology?
2 What is the result of ethical behaviour in research?
3 What are the five things that make up 'accuracy in research' according to the speaker?

14 62 **Listen to the story and the discussion of unethical behaviour at one of the levels that the speaker mentions in Activity 6. What level is it? What 'golden rule' is broken?**

Lesson 3 A story to illustrate my point

Lead-in

1 **What three 'golden rules' of research ethics did the presenter in Lesson 2 mention in his presentation? What do you think of them?**

2 **You are going to listen to a speaker talking about some reasons for unethical behavior in research. What do you think he will mention?**

Skills development focus

3 63 **Listen to short extracts from the presentation and tick the phrases you hear.**

1 **a** Well, you, no!
  b Well, you know
  c Well, you, now
2 **a** in low courts
  b in low coats
  c in law courts
3 **a** they are
  b here are
  c there are
4 **a** many of you wear this
  b many of you are aware of this
  c many of you know where it is
5 **a** something is used
  b some of them is this
  c some of the issues
6 **a** They made tracks by the money.
  b They may be tractable, the money.
  c They may be attracted by the money.

4 64 **Read the unfinished sentences and guess how they might end in the presentation. Then listen to the whole sentences and check your ideas.**

1 Why are researchers sometimes ...
2 There can be conflicts ...
3 And in most countries – in Russia, in Britain, in the United States – big corporations ...
4 And sometimes the big corporations want certain results ...
5 The researchers may want ...
6 They may be tempted to ...
7 On the other hand, they lose ...
8 They lose the respect of ...
9 And there are cases which finish in ....

Listening for specific information

5 ***Think about what you heard in Activity 4 and answer the questions.***

1 What reason(s) for unethical behaviour in research does the speaker mention?
2 What sort of unethical behaviour can this result in?

6 65 **Work in groups (A, B and C). Listen to another part of the presentation and answer the questions.**

Group A: What new reason(s) for unethical behaviour in research does the speaker mention here?
Group B: What example of unethical behaviour does the speaker focus on in this part?
Group C: Make notes on what the speaker says about this example of unethical behaviour.

7 66 **Listen to an example of an ethical dilemma in research and choose the correct options below. Give reasons.**

1 Professor Hardworking is
   a a real person whose name has been changed
   b a fictional character in a typical situation
   c a real name of a real person.
2 The research grant money was
   a spent rather poorly
   b spent very well
   c completely lost
3 In a major international journal, Professor Hardworking has published
   a many papers
   b several papers
   c just one paper
4 The research team from Singapore wants Professor Hardworking
   a to publish her set of newly collected data in their journal
   b to allow them to publish similar research
   c to allow them to use the results of her preliminary research
5 One of the conditions of the funding was that all the data Professor Hardworking collected should be made public. The speaker is
   a certain about this
   b not certain about this
   c doesn't mention this

8 Explain Professor Hardworking's dilemma in a few sentences.

Strategy focus

9 Work in pairs and discuss the questions below.

1 When do you have to listen for specific information?
2 What helps you to do it effectively?
3 How is listening for specific information different from listening for gist?

Follow-up

10 67 **Listen to an example offered by a member of the audience. Is it relevant to the presentation on research ethics? Why / Why not?**

11 67 **Listen again and complete the sentences.**

1 That makes me think of a story that happened in a _____ area of science...
2 Most people expected _____ names to be the winners.
3 Some of them seemed to really _____ each other.
4 One of the researchers had access to very good equipment to produce the best possible _____ images.
5 The others were capable of a _____ of imagination, so to speak.
6 I can't _____ feeling sad when ...

Lesson 4 And finally ...

Lead-in

1 Work in pairs. Suggest three ways to complete this definition. Be ready to explain your ideas.

Science is ...

1 _____

2 _____

3 _____

Language focus

2 68 **Read the sentences and guess the meaning of the underlined words. Then listen to the definitions and match them to the words in the sentences.**

1 The natural sciences have revealed many truths about the world. ___
2 The 20th century was remarkable for its inventions. ___
3 The same method can be applied to other situations. ___
4 He used to quote this famous philosopher in all his public speeches. ___
5 The movie is based on the true story of a London gangster. ___
6 This diagram shows the indicators of change in the state of the environment. ___

3 69 **What kind of information might come after the underlined words in the sentences? Choose from the options. Then listen and complete the sentences.**

1 Appearances may lead us to believe that things are exactly as our eyes tell, like ...
2 I could go on and on telling success stories of scientific discovery. In other words ...
3 'Not to fool ourselves' means to be aware of the true state of things despite ...

a something that you don't take into account
b something that provides the example to what is said in the first part
c something that expresses the idea in the first part but in different words

Skill development focus

4 70 **Listen to Part 1 of a presentation and say how this beginning is different from the presentation on research ethics you heard in Lesson 2.**

5 70 **Listen to Part 1 again. Each time the teacher pauses the recording, say what the words below refer to. What helped you to understand in each case?**

1 it
2 it
3 ourselves
4 us
5 it

6 70 **Listen to Part 2 of the presentation and add correct punctuation in the extract below.**

I could go on and on telling success stories of scientific discovery and how science revealed the true state of things in other words the history of science is a story of remarkable achievements so it is not surprising that this extraordinary success of the natural sciences has led some people to believe that it is the dominant cognitive paradigm or model of knowledge

7 ⊙ 70 **Listen to Part 3 of the presentation and say which of the statements below is a quotation from Carl Sagan and which are interpretations by the speaker. How do you know?**

Science is more ...
1 a method used in research than it is a result that we get by applying the method.
2 than a body of knowledge. It is a way of thinking ...
3 a way to get knowledge, rather than a set of truths we already know.

8 Work in groups of three. Sum up the content of Parts 1–3 of the presentation in a three sentences. Present your summary to the group.

9 ⊙ 70 **Listen again and check your ideas.**

Strategy focus

10 Revise the strategies a listener should use. Match the beginning to the end of each sentence.

1 Before listening ...
2 If I listen for gist ...
3 When I identify key words ...
4 If I do not know the word ...
5 If I cannot guess the meaning from the context ...
6 When I listen for specific information ...

a I pay attention to key words.
b I try to guess the meaning from the context.
c I try to identify its function (e.g. noun, verb, etc.)
d I make predictions about content and language.
e I pay attention to rhythm and stress.
f I identify what facts are required in the task.

Speaking

module 3

In this module you will:

- meet some common social situations
- develop your presentation skills

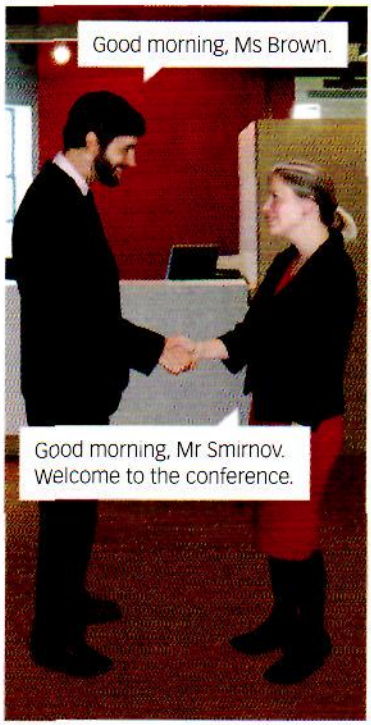
Unit 1 Socialising

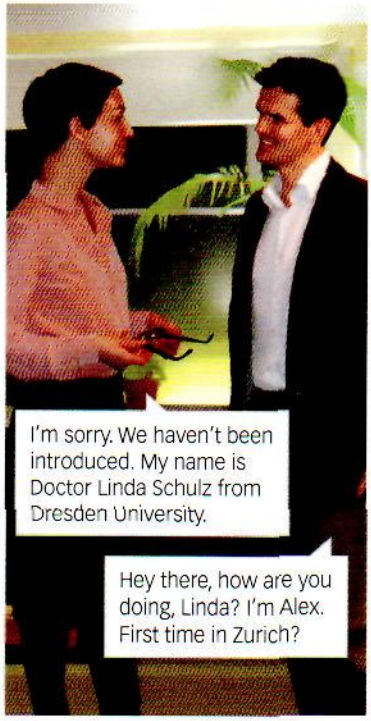
By the end of this unit you will be able to

- introduce yourselves and others in formal and informal situations
- start a conversation and keep it going
- show interest and react to news
- invite people, accept or decline invitations
- pay and receive compliments
- thank people, apologise and say goodbye

Lesson 1 Greetings and introductions

Lead-in





1 How do you greet people in formal and informal situations in your culture? How do you usually introduce yourself and others?

2 Work in pairs. Look at the pictures. How are they different? Which situation seems inappropriate? Why?

Formal and informal greetings

3 71 Listen to six conversations. They all take place at a conference. How well do the speakers know each other?

4 **Work in pairs. Tick the best response (a, b or c) in each situation. Sometimes, more than one answer may be correct.**

1

During a coffee break Olaf Swenson sees his colleague from the Prague Business School.

Olaf: Hello, Harry. Remember me? I'm Olaf Swenson.
Harry: **a** I am glad to meet you too.
b Oh! Yes, of course. How are you?
c Hello, Olaf. Pleased to meet you.

2

At the conference participants' registration table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew.

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.
Peter: **a** How are things?
b Nice to meet you. I'm Peter.
c Hello, Andrew. Nice to meet you.

3

Roberta and Nick are talking during lunch time. They know each other very well.

Nick: Hey, Roberta, how are things?
Roberta: **a** I am pleased to meet you.
b Not bad. And you, Nick?
c Fine, thanks.

4

You are at a conference in Cambridge and want to introduce yourself to Professor Compton, a well-known academic in the field of your research.

You: You must be Professor Compton.
Professor Compton: **a** Pleased to meet you.
b That's right! Why?
c Yes, that's me. What's your name?

5

Simon and his Russian friend Alex are sitting in the café. Simon sees his British colleague Mike and introduces him to Alex.

Simon: Do you know Mike? Mike, this is my friend Alex from Russia.
Alex: **a** Hello, I'm pleased.
b No, I don't know Mike. I'm glad to meet him.
c Hello, Mike. Glad to meet you.

5 72 **Listen to the conversations. Check your answers.**

6 **Work in pairs. Practise the conversations, changing roles.**

Role-play

7 **Work in pairs. Role-play some conversations with a partner.**

Learner A: Look at the role cards on page 123 and follow the instructions.
Learner B: Look at the role cards on page 126 and follow the instructions.

Formal introductions

8 **Practise introducing yourself to an audience. Use the phrases from the Language Support box below.**

Good morning/afternoon/evening, dear colleagues. My name is Igor Petrov. I'm an Associate Professor at Moscow State University, Russia. I'm honoured to be here.

73 **Language Support: introductions at a conference**

Introducing yourself	**Introducing other people**
I'm honoured to be here.	I am happy to introduce our guest to you.
It's a pleasure to be here.	It is an honour to introduce our colleague from ...
I'm glad to be here again.	I'd like to introduce ... He/She is our guest speaker from ...

9 **Imagine your partner is a guest speaker at your university. Introduce him/her to the class. Use phrases from the Language Support box.**

I'd like to welcome Sam Dines, Marketing Director of ABC Company. Some of you met him last year at the autumn conference. He's a very well-known expert on world financial markets and the author of several textbooks we recommend to our students. It's good to have you here again, Sam.

Lesson 2 Starting and keeping a conversation going

Lead-in

1 **Work in pairs and discuss this question. What is necessary to keep a conversation going?**

2 **Read the conversation below. Then write the correct verb at the end of each line to explain the purpose of the sentence. You will use one verb twice.**

Add	Answer	Ask

A: Who do you work for? [1] _____
B: I work for Arcada University of Applied Sciences. [2] _____
I am with the Business, Information Technology and Media Department. [3] _____
And what about you? Who do you work for? [4] _____

3 **Work out the '3As' rule of successful communication.**

A_ _ + A_ _ _ _ _ + A_ _ = success

Asking questions

Tip:
The first five minutes of a conversation with someone you don't know can be rather difficult. The best way to get a conversation going is to ask questions. Start with a question about the other person rather than a statement about yourself. An easy way to keep the conversation going is to ask: *And what about you?*

4 **Complete these questions. You will need to use different verb forms (e.g. Present Simple, Past Simple, etc.).**

1 Who / work for? *Who do you work for?*
2 Which part / country / come from?
3 first time / in Brazil?
4 know / many people here?
5 How / enjoying / the conference?
6 How / get / here?
7 Where / staying?
8 often / go to / international conferences?

5 **Work in pairs. Role-play the questions in Activity 4, using the '3As' rule of successful communication.**

Follow-up questions

Tip:
We often ask follow-up questions to develop a conversation. Many of these follow-up questions begin with the question word *How*.

A: How is the coffee?
B: Just how I like it – sweet and hot.

6 **Make questions from these prompts.**

1 How / day?
2 How / flight?
3 How / conference?
4 How / new boss?
5 How / presentation?
6 How / audience?
7 How / hotel?
8 How / meeting?
9 How / training course?
10 How / the weather?
11 How / dessert?
12 How / new job?

7 **Work in pairs. Follow these steps.**

1 Learner A: Ask your partner questions 1–6 from Activity 6.
2 Learner B: Answer the questions, choosing an appropriate response from the list on your card page 126.
3 Learner B: Ask your partner questions 7–12 from Activity 6.
4 Learner A: Answer the questions, choosing an appropriate response from the list on your card page 123.

Role-play

8 **Work in pairs. Role-play some conversations. Use the '3As' rule of communication and *How*-questions.**

Learner A: look at page 123 and follow the instructions.
Learner B: look at page 126 and follow the instructions.

Lesson 3 Showing interest and reacting to news

Lead-in

1 Complete the diagram with examples a–e. The first has been done for you.

a Is she?
b Do they have a date for it yet?
c Wow, that's fantastic!
d ~~My daughter's getting married~~.
e Yes, three weeks from now. It's my birthday!

A: Give a piece of news.
e.g. [1] *My daughter is getting married.*

B: Echo the question.
e.g. [2] _____ .

B: React / Give a personal response.
e.g. [3] _____ .

A: Respond with more information.
e.g. [5] _____ .

B: Ask a follow-up question.
e.g. [4] _____ .

2 Work in pairs. Read the pieces of news below. Think of possible echo-questions, responses and follow-up questions. Use phrases from the Language Support box.

1 **A:** I couldn't sleep last night.
B: *Couldn't you? That's a pity. Why?*
A: There was a very noisy party downstairs.
2 **A:** I've received a scholarship from the Erasmus Programme.
B: _____
A: To Austria.
3 **A:** We couldn't find Mike last night.
B: _____
A: He said he met his old university friend and they ended up in one of the cafés.
4 **A:** It was the best holiday we've ever had.
B: _____
A: We rented a car and travelled all around the country.
5 **A:** There's going to be a prize-giving ceremony at the end of the conference.
B: _____ .
A: Because I have a lot of contacts.

74 Language Support: showing interest

Reacting to good news
How nice! / Great!
Wow, that's fantastic!
Lucky you. I wish I was going!
Congratulations – you must be delighted!

Reacting to bad news
How awful! / Poor you!
What a pity! / That's too bad.

Reacting with surprise
You're joking. / You're kidding.
No! That's strange!
Really?
What? You don't say!

Active listening

3 Read conversations 1 and 2 below and complete the sentences with phrases from the boxes. Sometimes, more than one answer may be correct.

Conversation 1: two people are waiting to get on a plane.

Yeah Is it? Yes I see. Really?
What a coincidence! Right. That's great! That would be great.

Zbignev: It looks like we're going to be here a while, huh?
Helga: [1] _____ I'm getting used to these delays.
Zbignev: Do you travel a lot?
Helga: Quite a lot, yes. It's part of my job.
Zbignev: [2] _____ And what do you do?
Helga: I'm the Assistant Director of the Center for International Programmes in New Mexico State University. Helga Romirez, and you?
Zbignev: I'm Zbignev Kozlovsky, from Gdansk. Nice to meet you, Helga.
Helga: Nice to meet you too. Have you ever been to Rotterdam?
Zbignev: [3] _____ , this is my second visit. I'm staying with the Erasmus University for a month to carry out some research.
Helga: [4] _____ I'm going to the University as well. I've been invited to participate in the International Education Exhibition. I have to present our Center.
Zbignev: [5] _____ How long are you going to stay?
Helga: A week.
Zbignev: Would you like to meet one day? I can show you around the city.
Helga: [6] _____ Oh, our plane is boarding.

Conversation 2: at a conference dinner, a woman is placed next to a man she doesn't know. He is trying to make a conversation with her but some of his questions annoy her.

Well By the way That's right. Uhm.
That's something I'd love to discuss with you

Man: So, how do you know Justin?
Woman: We worked on the project two years ago in Tomsk.
Man: Aha, you must be a teacher from Russia.
Woman: [1] _____ .
Man: And what does your husband do?
Woman: [2] _____ , I'm divorced.
Man: Oh, sorry. Anyway, so tell me, why do you, Russians, celebrate two New Years? Does it have any religious implications?
Woman: [3] _____ , it's just an excuse to have a longer public holiday.
Man: Hmm, interesting. [4] _____ , what do you think about your new prime minister?
Woman: [5] _____ , but can we do it at another time?

4 Work in pairs. Compare your answers to Activity 3 with a partner. What is the purpose of the phrases in the boxes?

5 Work in pairs. Practise the conversations.

Lesson 4 Inviting

Lead-in

1 There is going to be an international conference at your university. You have been asked to organise entertainment for visitors. Look at the list of things for visitors to do. Which can you do where you live? What other things can you add?

- go bowling
- go to the theatre
- have a barbecue party
- visit a historical site

Inviting

2 Read the phrases in the Language Support box and put them in three groups.

a Inviting
b Accepting invitations
c Declining invitations

75 Language Support: invitations

Why don't you join us for a cup of coffee? *Inviting*
Thank you. That'd be a pleasure.
I'd like to, but I'm afraid ...
Thanks but I can't make it then.
That's very kind of you, but I don't think I can.
Would you like to join me for dinner?
Thank you very much. That would be very nice.
Would you be interested in going to see an exhibition?
Thank you for inviting me. I'll look forward to it.
How about / What about going to the theatre tonight?
That's very kind of you. I'd love to come.
Would you like to visit the museum?
That would be nice, but unfortunately ....
Thanks. That sounds great / like fun.

3 75 **Listen and check your answers.**

4 Listen again and repeat the phrases.

5 Work in pairs. Imagine that you are talking in the coffee break during the conference.

Learner A: Invite a colleague to one of the social events from Activity 1.
Learner B: Your colleague is inviting you to some social events. Accept or reject the invitations.

A: Would you like to go bowling tonight?
B: Thanks. That sounds fun. / I'd like to, but I have other plans for the evening.

Accepting or declining

6 Work in pairs. Sentences 1–12 come from two conversations. Put the sentences in each conversation in order. The first sentence of each conversation has been done for you.

Conversation 1: Accepting an invitation	Conversation 2: Declining an invitation
2 I don't know what your plans are, but would you like to go out for dinner tomorrow?	*7 Look, it's a bit chilly outside. How about having a cup of tea here?*

1 Fine. About what time?
2 ~~I don't know what your plans are, but would you like to go out for dinner tomorrow?~~
3 Great.
4 Shall I pick you up at the hotel?
5 Don't mention it. It was my pleasure.
6 Is 7 o'clock OK?
7 ~~Look, it's a bit chilly outside. How about having a cup of tea here?~~
8 That's a pity. Have a safe flight then.
9 Thanks. I'd love to. Where shall we meet?
10 Thank you very much for everything. I really appreciate it.
11 I'd love to, but I need an early night. My flight is at 6 tomorrow morning.
12 See you tomorrow at 7, then.

7 76 **Listen to the conversations. Check your answers.**

8 Work in pairs. Practise the conversations.

Saying 'no'

Tip:
If you cannot accept an invitation, it is polite to apologise and/or thank the person and then give reasons.

9 Work in pairs. Read the reasons for declining invitations. Think of possible invitations and ways of saying 'no' in each situation. Use phrases from the Language Support box.

1 A: *How about going to the cinema tonight? Would you like to join us?*
B: *No, thanks.* I'm a bit tired. It has been a long day.
2 A: _____
B: _____ I've already made plans for tonight.
3 A: _____
B: _____ I already have other plans. Another time maybe.
4 A: _____
B: _____ I'm quite busy on Monday.
5 A: _____
B: _____ I still have some work to do.
6 A: _____
B: _____ I need an early night. My flight is at six tomorrow morning.
7 A: _____
B: _____ I won't be here at the weekend.

10 Work in pairs. Practise the conversations.

Role-play

11 Work in pairs. Role-play some conversations.

Learner A: Look at page 123 and follow the instructions.
Learner B: Look at page 126 and follow the instructions.

Lesson 5 Paying and receiving compliments

Lead-in

1 Is it appropriate to pay compliments in your culture?

2 Work in groups. Think of situations in which you usually pay compliments.

Complimenting

A

B

C

D

3 • 77 Listen to five speakers giving compliments. Match the compliments to the photos. (One of the compliments can be used for two photos, and one for all four photos.)

Being nice

• 78 **Language Support: complimenting**

Paying compliments
What a wonderful picture/house/party!
Good/Nice job. Congratulations!
You've done a really good job. Congratulations! (informal)
You were terrific. (informal)
Your slides/presentation were/was fantastic/terrific! (informal)
I thought you/your students were brilliant. Congratulations! (informal)

Responding to compliments
Do you really think so? Thanks.
I'm glad you liked it.
Thank you very much.
It wasn't difficult at all.
How nice of you to say so/that!
In fact, the credit should also go to my colleagues. (formal)
It was nothing special, really.

4 Work in pairs. Complete the conversations below. Use phrases from the Language Support box to help you.

1 At your colleague's birthday party:
A: What a delicious cake you've made!
B: _____
A: You're a wonderful cook! Everything tastes so good.
B: _____

2 After a presentation:
A: _____
B: In fact, the credit should also go to my assistant. She is so good at preparing slideshows.
A: Did she use some special software?
B: I'm not sure. You'd better ask her.

3 In your friend's new office:
A: What a nice office you have!
B: _____
A: This photo of the sunset looks fantastic!
B: _____. A friend of mine sent it to me from Oregon.

4 After a students' conference:
A: I thought your students were brilliant.
B: _____
A: Their English is very good. To talk about finance must be very difficult even in your own language.
B: You're right, but they are very motivated and work hard.

5 On the last day of the conference:
A: I just wanted to say: you have organised an excellent conference.
_____. Your team worked so well together.
B: _____

5 Work in pairs. Practise the conversations.

Role-play

6 Work in pairs. Role-play some conversations with a partner. Use the '3As' rule of successful communication.

Learner A: Look at page 124 and follow the instructions.
Learner B: Look at page 127 and follow the instructions.

Lesson 6 Saying thank you, sorry and goodbye

Lead-in

1 Work in groups. Discuss the questions.

1 Is it polite to leave a place without saying goodbye?
2 How do you usually say goodbye in your culture?

2 List some English phrases you know that are used at the end of informal conversations, at public events (e.g. after conferences) or formal meetings.

Finishing a conversation

3 Read the conversations and decide which is more formal. How do you know?

Conversation 1

A: Mr Borisov, the department head of my university is starting a new project. I am wondering if you are interested in participating.
B: Well, Mr Allan, do you mean something similar to what I did for your department last year?
A: No, the whole concept is totally different.
B: Oh, it sounds interesting. Do you think you can describe the idea behind it briefly?
A: No, I don't think so. I suggest that we go to the conference room and have a look at some PDF files.
B: Will you excuse me? I'm afraid I must go now as I have tickets for a concert tonight. Could we do it tomorrow?
A: Oh, yes, I see. I'm sorry. Enjoy the concert, Mr Borisov, and I look forward to seeing you tomorrow.
B: Thank you, Mr Allan. It was nice talking to you. Goodbye.
A: Bye.

Conversation 2

A: Hi, Bryan. I've downloaded some excellent pictures. Want to have a look?
B: What kind of pictures are they?
A: My family holiday in Paphos, Cyprus.
B: Oh, Cyprus. Sounds interesting! I'm thinking about going there, too.
A: It's a great place! Let's go to my room, and I'll show you the photos.
B: Oh, sorry, Andy, but I can't make it right now. I have tickets for a concert tonight. Can we meet tomorrow?
A: Sure, how about after lunch?
B: Great.
A: Enjoy the concert, see you tomorrow.
B: Thanks. See you.

4 Read the conversations again and find pairs of formal/informal phrases used to do the following.

a say goodbye
b apologise
c show understanding of what has been said
d thank someone.

5 Work in pairs and compare your list of phrases.

6 Work in pairs. Practise the conversations.

Role-play

7 Learner A, look at page 124. Learner B, look on page 127. Do the tasks below.

1 Decide whether the conversation needs to be formal or informal.
2 Role-play the conversation with a partner, using phrases from the Language Support box.

79 Language Support: saying thank you, sorry and goodbye

Formal
I've enjoyed talking to you, but I'm afraid I must go now.
Will you excuse me? Unfortunately, I have to go now.
It was really enjoyable.
It's been nice talking to you.
I look forward to seeing you again.
It has been nice meeting you, Ms Zaretsky. Goodbye.
See you again soon, I hope. Please get in touch.
I'm afraid I really must be on my way.

Informal
Thanks for everything.
It's a pleasure to meet/see you.
Sorry, have to leave now.
Sorry, but I'd better get going. I'll give you a call/email you.
Bye, take care.
See you soon.
See you around.
Have a good trip back.

Follow-up

8 You are going to talk to your partner for at least three minutes. To prepare for the conversation, do the tasks below.

1 Read the situation and the beginning of a conversation.

Imagine that you're stuck in a lift with someone you don't know. You know that repairs are in progress, and you have to be patient. To pass the time, you talk to the person who is next to you.

A: I hope they repair it soon.
B: Well, the only thing to do now is to wait. By the way, my name is ...

2 Decide on your name, country, occupation, hobby, etc.
3 Work with your partner and plan the stages of the conversation (e.g. introducing yourselves to each other, talking about where you come from, your job, etc.).
4 Decide on the phrases you need for each stage of the conversation (see the Language Support boxes in Lessons 1–6).
5 Make notes, if necessary.
6 Practise the conversation. Decide what can be improved.
7 Role-play the conversation.

Unit 2 Presentation skills

By the end of this unit you will be able to

- identify your strengths and weaknesses as a presenter
- use a stock of phrases for presentations
- use visuals effectively
- plan, structure and give a clear, effective final 10-minute presentation in English

Lesson 1 What makes a good presentation?

Lead-in

1 Work in pairs. Read the quotation below and discuss the questions.

1 Do you agree with the quotation? Why/Why not?
2 Who does it seem relevant to?

A man who cannot speak well will never make a career. (Anonymous)

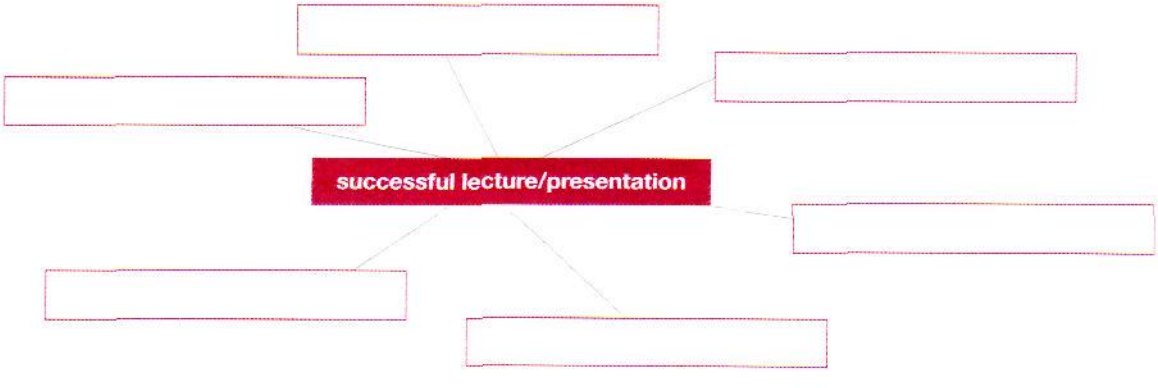
Successful presentations

2 Work in groups. Think of a good lecture or presentation you have seen. What was it about? Why was it successful?

3 Work in groups. Make a list of what makes a successful lecture/presentation.

The speaker was confident.

4 Make a spidergram of your ideas from Activity 3.



5 Compare your spidergram with other groups. Are your ideas similar or different?

Tip:
You can use online tools for creating a spidergram.

Questionnaire: reflect on your experience

6 Think of a presentation you have given recently. Complete the questionnaire below. Write *yes* or *no* next to each question.

Did you:

1 prepare thoroughly: check the meaning and pronunciation of new words, create slides, rehearse the speech, etc.?
2 start the talk in an interesting way to get the attention of the audience?
3 speak from notes rather than read a whole text?
4 give an overview of your talk at the beginning?
5 use phrases to help the audience follow your ideas?
6 provide examples to illustrate complex and/or original ideas?
7 provide visual support?
8 invite the audience to ask questions?
9 emphasise the main points by slowing down and leaving pauses?
10 make eye contact with your audience?
11 avoid repetitive use of 'pet' words or phrases (e.g. *so*, *well*, *OK*, *like*)?
12 use effective gestures?

7 How many positive answers have you got? What would you like to improve?

My goal is to get rid of phrases like 'well' which I use too often.

The audience

Tip:
When we give a presentation, we speak to the audience. The presenter should make the information interesting and useful for them.

8 Work in groups. Think of conferences where you were sitting in the audience. Say what you don't like about some presenters' behaviour.

What I really hate is when a presenter just reads what's on the slides.

9 What should a presenter know about the audience in order to meet their expectations? Make a list and compare it with other people in the group.

The presenter should know what the audience knows.

Presentation criteria

10 Work in groups. Make a list of criteria for evaluating a presentation. Take into account the ideas you discussed in this lesson. Present your criteria to the group.

Presentation goal

Tip:
The structure, style, and delivery of a presentation depend on its goals. There are normally several goals, but it is possible to choose a primary one.

11 **Match events 1–8, which involve speaking in public, to definitions a–h.**

1 lecture
2 briefing
3 demonstration
4 seminar
5 workshop
6 press conference
7 conference presentation
8 commercial presentation

a a formal talk on a serious subject given to a group of people, especially students
b an occasion when a teacher or expert and a group of people meet to study and discuss something
c a meeting of people to discuss and/or perform practical work in a subject or activity
d a talk describing a product that can be bought
e a talk to people of the same field, usually about your research
f the act of showing someone how to do something, or how something works
g a meeting where information is given to someone just before they do something
h a meeting at which a person or organisation makes a public statement and reporters can ask questions

12 **What kind of talks have you given? Who was your audience?**

13 **Read the phrases from the Language Support box. Work in groups. Discuss which goals (from the box) are suitable for the presentation types given in Activity 11. There may be more than one possible answer.**

Language Support: presentation goals

to inspire people to act
to persuade, to gain agreement
to teach or to pass on information
to explore or debate ideas
to entertain
to report on the results of projects/research
to sell, promote something
to share ideas

I think [goal] is possible because ...
The aim of [presentation type] is to ...

Presentation structure

14 **Put the stages of a presentation (a–l) in a logical order. Different answers are possible.**

a present the main body of the talk
b handle questions
c signal the beginning of the talk
d greet the audience
e summarise the main points
f introduce yourself
g have a strong ending
h introduce the presentation topic and objectives
i outline the presentation structure
j thank the audience
k thank the organisers
l say when you would like to take questions

15 **Work in pairs and compare your order. Discuss the reasons for any differences. Use the phrases from the Language Support box below.**

Language Support: opinions

In my opinion, ... (formal)
In my view, ... (formal)
Personally, I think/believe that...
I guess ... (informal)

16 **Work in groups. How is the structure of a lecture different from the structure of a conference presentation?**

Starting a presentation

17 **Look at the phrases below. Do they introduce a topic (T), introduce the plan of your presentation (P), set goals (G), or deal with questions (Q)?**

1 What I'd like to do is to discuss ... _____
2 If you have any questions, please feel free to interrupt. _____
3 The aim of my presentation is ... _____
4 I'm going to deal with three aspects of the subject ..., first ... _____
5 What I intend to do is to explain ... _____
6 My topic today is ... _____
7 Today, I'm going to talk about ... _____
8 I've divided my presentation into three sections. _____
9 I'll be happy to answer questions at the end. _____

18 • 80 **Listen and check your answers.**

> **Tip:**
> Memorise the phrases. This will help you to sound confident.

Follow-up

19 **You are going to give a short talk to the class about an event in your field. Your goal is to inform your colleagues about the coming event and encourage them to take part in it. Do the tasks below.**

1 Search online for an online course/webinar in your field of study.
2 Choose an event that you would like to participate in. Make notes, using the questions below to help you.
   a What is the topic?
   b When is the course/webinar?
   c Who is giving the course/webinar?
   d What should you do to take part in it?
   e Why should people in your field take this course or join this webinar?
3 Use your notes to plan a three-minute briefing in English. Use the phrases from Activities 13 and 17 to explain the goal of your talk and when you would like to take questions.
4 Choose phrases from the Language Support box below to make recommendations.
5 Practise your talk. (If possible, record your voice digitally.)
6 Think of ways to improve your talk.
7 Take turns to give your three-minute briefing to the class, using your notes.

> **Language Support: advice and recommendations**
>
> It may be worth (+ verb + *-ing*)
> How about (+ verb + *-ing*)?
> You should (+ verb)
> Perhaps you could (+ verb)

Lesson 2 Developing presentation skills

Lead-in

1 81 **Look at the phrases in the Language Support box and put them in two groups: Agreeing and Disagreeing. Then listen and check.**

> 81 **Language Support: agreement and disagreement**
>
> I fully agree with you / this statement.
> Absolutely!
> I'm afraid I can't agree with ..., I'm afraid.
> I think so, too.
> I don't see it quite like that.
> That's (very) true.
> I'm not sure I quite agree that...

2 Work in groups. Discuss what makes a stronger impact on the audience: what the presenter says or how he/she says it. Use the phrases in Activity 1.

Titles

3 Work in groups. Read these titles for presentations on using technology in teaching. Choose the one(s) you think is (are) best. Give reasons.

1 How to Teach with ICT at University
2 New Classroom Research Reveals the ICT Teaching Methodology that Gets the Best Results
3 How to Teach with ICT and Make Students Think
4 How to Be an Inspiring ICT Teacher
5 The #1 Strategy for Teaching with ICT

Lecture on study skills

4 Look quickly at two parts of a lecture on study skills. Answer the questions.

1 What is the topic of each part?
2 What advice does the lecturer give to students? Do you agree? Why/Why not?

> Once you have chosen a topic The second step While getting ready
> The first point First of all Then At this stage After that

> Well, let's start, shall we? [1] _____ I'd like to make is that thorough preparation is a foundation for a successful presentation or a lecture. [2] _____, carry out research into it. Find out as much as you can about the topic; use in-house material, websites, journals, and make the topic of your presentation more specific. My recommendation is to address some significant issue in the area you researched into. The topic should make an impact scientifically, socially, educationally, and so on. Just a report on your or somebody else's achievements is not very interesting. Think about what might be interesting to your audience. Ask yourself questions: Why am I giving this presentation? What do I want the audience to gain? What do they already know about the topic? [3] _____, gather as many facts as you can, take notes, carefully indicating the source and the author in case you decide to borrow somebody's ideas or quote their research results. You will need them later to put the references on slides.
>
> [4] _____ in preparation is to properly structure the information you have collected, so that the audience can easily follow your ideas. [5] _____, you should again narrow the topic down to make it manageable within the time given.

You cannot share everything you know about the subject within 15 minutes, can you? 6 _____, from your notes, choose no more than three major points you're going to focus on during the presentation. 7 _____, think of how you're going to develop these ideas: through examples and explanations, statistics and facts, or/and referring to an authority or your own research results, etc. 8 _____, you can create a spidergram of the ideas you want to express in a note form and/or make a list of the most important ones and then put them in a logical order. Now with this plan in mind, you're ready to write the text itself. My advice is to start with the body, not the introduction.

Firstly One more popular method for Secondly Thirdly Another way to
As for text organisation For example we can now move to the last point of
That is why And the last piece of advice for today

What makes a presentation powerful? Clarity. What makes it clear? Logic and language. A clear text is logically constructed, with all the parts linked together, and with enough signals for the listeners to follow the ideas of the speaker. The text should be simple enough to understand and the language should be expressive enough to impress the audience. If you can keep this in mind, you're on the right path to success.

9 _____, there are several typical ways depending on the purpose of the presentation and the content you're going to deliver. 10 _____, you can present information chronologically if the purpose of the presentation is to show a historical dimension of a phenomenon or a sequence of steps in a process. 11 _____, your presentation can follow a problem–solution pattern if you are after finding effective ways to deal with a certain obstacle or hurdle. 12 _____, you can compose your text using a cause-effect relationship between the phenomena or events you're talking about. 13 _____ organise the text is to adhere to a topical approach, when the presentation is divided into subtopics relevant to the subject of the talk in order to give a broad picture of the area. 14 _____ organising ideas (especially for presentations that aim to describe a situation) is the use of Wh-questions: *who, what, where, when, how, which* is often called a journalistic approach. The discourse markers that signpost the progression of your ideas depend on the type of text organisation. 15 _____, the cause-effect relationship is signalled with the help of such phrases as *this leads to*, *it resulted in/from*, *this affected*, *due to*.

Mentioning discourse markers, 16 _____ my lecture today, which is the power of language. I'd like to quote Ralph Waldo Emerson: 'Words are also actions, and actions are a kind of words.' It is true! The impact of your presentation depends entirely on you, your text, your content, your words. 17 _____ you should choose the words wisely and carefully; empowering words lead to powerful results! Create a picture in the mind of the listeners: use comparisons and metaphors, dramatic contrasts and emphasis. Do not overdo specific terminology or abbreviations - they may be not known to the audience. Use a simple, short sentence structure with active verbs rather than passive. Show who the author is; do not hide behind passive constructions.

18 _____ ... Make sure you know the meaning, usage and pronunciation of every word you use in English. If necessary, consult a monolingual dictionary. You'd better not heavily rely on electronic translators like Google Translate or Multitran; they are useful for phrases and expressions, not complete sentences or paragraphs.

5 Read the lecture and complete it with the phrases from the lists. Sometimes, more than one answer may be possible.

6 Give the lecture a title. Then compare your ideas in pairs and choose the best one.

A good start

Tip:
The first three minutes of a presentation are key to its success. You need to get the attention of the audience.

7 Match the ways of starting a presentation (1–7) to examples (a–g) of those ways.

1 a personal story
2 an amazing fact or statistic
3 a quotation
4 involving the audience
5 a rhetorical question
6 a joke
7 an overview of the situation

a Do you know that fear of speaking in front of an audience comes second after the fear of death? That's why I decided to prepare a presentation aiming at ...
b Before we start, could you raise your hands if you have to give presentations quite often? Oh, I see there is a lot of expertise in the room. Let's share it.
c I'd like to begin today's presentation with a quote by Woodrow Wilson 'If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.' It took me years to be able to speak well in public and I'd like to share ...
d When I started my teaching career, my first lecture was a real disaster. I wasn't able to take off my eyes from the notes and read the whole lecture without looking at the students. They were bored! I decided to improve my presentation skills. That's how I finally came to lecturing on speaking in public.
e Nowadays, very many books on developing presentation skills and courses are available, both for face-to-face and online practice in speaking. They contain tips and recommendations; however ... .
f Once a teacher asked, 'What do you call a person who keeps on talking when people are no longer interested?' And the pupil's answer was: 'A teacher.' A joke or the truth? Today we're going to discuss what makes the audience engaged.
g Why do we know best how to make a presentation when it concerns others, but when it's about ourselves we sometimes fail to get our message across at a conference?

8 Work in groups. Discuss these ways of starting a presentation. Say whether they are essential, helpful or unhelpful for your personal presentation style.

I think that a joke is unhelpful for my presentation style as I can't tell jokes.

Beginning your presentation

9 At the end of this unit, you're going to deliver a 10-minute presentation or lecture. Think of the topic. To practise the beginning, do the tasks below.

1 Give your presentation a name.
2 Think of three main points to include in your presentation. Write a plan.
3 Revise the structure of a presentation and phrases to introduce yourself, the topic, purpose, and plan.
4 Think of how to start your presentation strongly.
5 Practise a one-minute beginning for your presentation.

10 Work in groups. Present the beginning of your presentation to the group, using your notes.

Tip:

Do not apologise if you think that you are not very good at presenting. If you decide to present, the audience assumes that you will be prepared.

11 Work in groups. Listen to each other's presentation beginnings. Provide feedback, using the following questions as guidelines.

1 Did the presenters greet the audience?
2 Did they introduce themselves, the topic and the plan?
3 Did they mention the time and when they wanted to take questions?
4 Did they use a technique for starting a presentation?
5 Was the beginning clear?
6 Did the presenters look confident?

Supporting your ideas

Tip:

While making a presentation, you need to support your ideas. The general rule for idea development is: statement of your idea → explanation/clarification → example/illustration.

12 Read the card the teacher will give you. There are two statements on the same topic. Choose one statement that you'd like to develop.

13 Look at the Language Support box below and choose phrases that can help you to support the statement on the card.

Language Support: supporting ideas ...

... with factual information
The statistics show that ...
It is a well-known fact that ...
Actually / in fact ...
To illustrate this with, I can provide *some numbers/facts.*

... comparing/contrasting
Let's compare it with ...
In contrast to X, Y ...
It is the same as ...

... with evidence
According to ...
With reference to...
X claims that ...
X is in favour of/against ...

... with a description
This process involves such steps as ...
The conditions in which ...
X is shaped as ...
It is integral to ...

14 Prepare a one-minute presentation to develop the statement you have chosen. Make notes.

15 Work in groups. Take turns to give your one-minute presentation. After each presentation give feedback to the presenter.

Your mini-talk

16 You are going to give a three-minute presentation. To get ready, do the tasks below.

1 Choose one of the following options.
   a Imagine that you are talking at the meeting of your research board, making a case for continued funding for your research. Talk about your research.
   b Imagine that you are talking to foreign guests who have come to visit your university. You give them information necessary for a collaborative project between the institutions. Prepare a mini-presentation about your university.
   c Practise a short presentation of your own choice or continue the one you started in Activity 9.
2 Think of what you can include in your presentation. Write a plan.
3 Prepare language you need and make notes.
4 Write the text of your presentation. To structure your presentation, use phrases from the Language Support box below.

Language Support: signposting

Ordering points
There are two kinds of theories / two steps involved. The first is ... The second is ...
Firstly, / Secondly, / Thirdly,
Next, Then, Lastly, Finally, ...

Moving on
I'd like now to move on to ...
Turning now to...
The next point is ...
Another interesting point is ...

Giving examples
For example, ...
For instance, ...

Putting it in other words
The point I'm making is ...
What I'm suggesting is ...

Emphasising
Furthermore, ...
This supports my argument that ...

5 Practise your presentation. Record yourself digitally if possible.

17 Take turns to give your presentation in class. Listen to your colleagues' presentations and make notes in the table below. You will need these notes later.

Presenter's name	Topic	Main points
		1
		2
		3

18 Ask questions after each presentation. For questions and answers, use phrases from the Language Support box below.

82 **Language Support: Questions and answers – techniques**

Getting more information
Could I ask you a couple of questions, please?
Could you tell me some more about ...?
Excuse me, do you know ...?

Before answering a question
Thank you, that's a very interesting question.
I'm glad you asked that question.
I'm not sure, let me check.

Dealing with difficult questions
We don't have enough evidence to show that ...
I'd prefer to deal with that point later.
Maybe we could discuss that in more detail after the session.

Ending a question and answer session
If there are no (more) questions, we'll finish there.
We only have time for one more question, please.
I'm afraid, that's all the time we have. Thank you.

Concluding a presentation

19 Work in groups. You are going to prepare a one-minute conclusion for one of your colleagues' presentations. Do the tasks below.

1 Decide whose presentation you are going to write a conclusion for.

Tip:
In a conclusion, the presenter usually summarises the main points of his/her presentation, provides recommendations, or future directions and steps. It does not contain new information. Another function of the conclusion is to leave an impression, to finish strongly.

2 Look at the notes you made in Activity 17. Write a summary of the main points.
3 Read the phrases from the Language Support box below. Choose one to use in your conclusion.

Language Support: closing a presentation
First we looked at ... and we saw that ...
Then we considered ... and I argued that ...
In conclusion, I'd like to emphasise that ...
To sum up, there are two conclusions/recommendations ...
That completes my presentation. Thank you.

4 Present your conclusion to the group.

20 Work in the same groups. Listen to all the conclusions. Provide feedback, using the following questions as guidelines. The author of the presentation should start first.

1 Was it an accurate summary of the main points?
2 Was the conclusion signalled?
3 Was it strong?

Lesson 3 Working with visuals

Lead-in

1 Work in groups. Think about presentations you have seen at conferences. Create a list of *dos* and *don'ts* for an effective slide-based presentation. Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help you express opinions and agree or disagree with each other.

Do	Don't
• give a title to each slide	• use complete sentences

Information exchange

2 Work in pairs. Exchange information about a presentation slide.

1 Learner A, go to page 125. Learner B, go to page 128. Read through the sentences and underline the verb in each sentence.
2 Think of a question to complete each gap in your text.
A: What does the first slide usually contain?
B: What does the second slide show?
3 Take turns to ask each other questions and fill in the gaps.
4 In pairs, compare your texts to check the information you have filled in. What information is new to you?

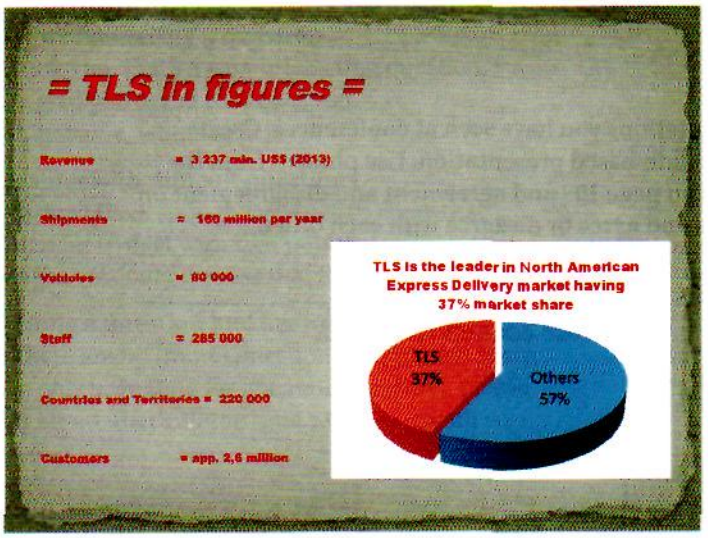
Improving slides

3 Go to page 129 and read the *Slides Checklist*. Match the words and phrases (1–4) below from the checklist to their definitions (a–d).

1 outline slide
2 prompt
3 conclusion slide
4 background

a a point on a slide that you use in your presentation – it can be a word, a figure or a short phrase
b the part at the back of a slide, not the main words and pictures the viewer looks at
c a slide containing a general plan of what you are going to present
d a slide summarising the key points of your presentation

A


= TLS in figures =
Revenue = 3 237 mln. US$ (2013)
Shipments = 160 million per year
Vehicles = 80 000
Staff = 285 000
Countries and Territories = 220 000
Customers = app. 2,6 million
TLS is the leader in North American Express Delivery market having 37% market share
TLS 37%
Others 57%

B

Marketing strategy
Mix: Product
Product
Price
Place
Promotion
DozoR Lite
DozoR Classic
Product
Game diversification

C

Globalization And Zapf Creation...
Functional dolls have broad international recognition
The company has a strategic cooperation with the MGA Entertainment
These subsidiaries are primarily responsible for the marketing and sales of product portfolio
Zapf Creation is listed on the Frankfurt Stock Exchange

4 **Work in pairs. Look at slides A–C on page 118. How can the slides be improved? Use the *Slides Checklist* to guide you. Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help your discussion.**

In my opinion, there is too much information on one slide. It is worth having three slides.

> **Tip:**
> If you have several slides related to the same topic, repeat the heading on each slide. You may also need to number the slides in case the audience would like you to go back to a certain slide.

Creating slides

5 **Plan a five-minute presentation with the use of slides. Choose from the options below.**

1 A short presentation on a subject of your choice.
2 The beginning of your final presentation.

6 **Make a maximum of five slides to support your presentation. Include the name of your presentation, an overview of the presentation, at least one main-body slide, and a conclusion slide.**

> **Tip:**
> One of the most typical mistakes many presenters make is to put too many words on a slide. Use key words. Do not read the text from the slides, talk to the audience.

7 **Work in pairs. Exchange your slides and provide feedback, using the *Slides Checklist* from Activity 3.**

Presenting statistics

8 **Work in groups. Discuss the questions.**

1 How much statistical data do you typically have to present?
2 What type of visual support do you use if you need to present the data?
3 What difficulties do you experience when describing graphs?

9 83 **Listen and repeat the numbers in the table.**

200	100	60,000	20,000
80%	¼	50,000	1,000
17	300,000,000	170	43

10 **Work in pairs. Complete the facts below about the human body, using the numbers from Activity 9.**

Some interesting facts about the human body

1. Nerve impulses to and from the brain travel as fast as _____ miles per hour.
2. The human brain cell can hold five times as much information as the *Encyclopedia Britannica*. The storage capacity of the brain in electronic terms is between three or even _____ terabytes.
3. _____ of the brain is water.
4. The human body has _____ miles of blood vessels.
5. Sneezes regularly exceed _____ miles per hour.
6. Your nose can remember _____ different scents.
7. It takes _____ muscles to smile and _____ to frown.
8. You use _____ muscles to take one step.
9. Bone has been found to have a tensile strength of _____ pounds per square inch (psi) while steel is much higher at 70,000 psi.
10. The feet account for _____ of all the human body's bones.
11. _____ cells die in the human body every minute.

Follow-up

11 **Write down six or seven examples of numerical data you often use. Work in pairs and swap your numbers. Practise pronouncing your partner's numbers.**

12 **Make a slide with a diagram which is relevant to your specialism. Show it to the class.**

13 **Work in pairs and swap your diagrams. Try to describe your partner's visual. Use phrases from the Language Support box below.**

84 Language Support: referring to visuals

If you look at the figure, ...
As you can see, the figure shows/gives ...
As the figure/diagram shows, ...
As can be seen, ...
Look at this flowchart/diagram.
The horizontal axis represents ...
The table/diagram summarises the data ...
As the line graph/diagram shows, there was an upward trend in ...

14 **Comment on your partner's interpretation of your slide. Is it accurate?**

15 ***Give feedback on the quality of your partner's diagram (e.g. size, complexity, layout).*** **Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help your discussion.**

Lesson 4 Your presentation skills

Lead-in

1 Look again at the questionnaire in Lesson 1, Activity 6 on page 108 and do it again.

2 Are the answers different? Do you have more positive answers than before? What do you need to improve, in your opinion?

Academic culture checklist

3 Read the checklist and tick the statements that are true for presentations in your field of study.

Structure	
Presentations are very logical, developing the main idea step by step.	☐
Presentations are digressive with many deviations from the main subject.	☐

Language and content	
The language of presentations is informal.	☐
The language of presentations is formal.	☐
Presentations contain detailed information, with lots of supporting data and examples.	☐
Presentations contain general information without specific references.	☐
Reasoning is direct and rational.	☐
Reasoning is indirect, often based on feelings.	☐

Delivery	
Presentations are interactive, lively and entertaining.	☐
Presentations are read and there is no interaction with the audience.	☐
Speakers use notes to present the paper.	☐
Speakers can improvise during a presentation.	☐
The slides contain the text of a presentation.	☐
Presenters use slides to illustrate main points.	☐

Audience response	
Presenters are frequently interrupted with challenging questions.	☐
Questions are asked at the end of presentations.	☐
The audience listen in silence – there are usually very few or no questions.	☐

4 Work in groups. Answer the questions.

1 Have you ever participated in an international conference? Where was it? Did all speakers present in English?
2 Did you notice any cultural differences in presenting material? If yes, what kind?

5 Work in groups. Discuss what behaviour is appropriate in your culture when presenting material at international academic conferences. Use the language of the questionnaire in Activity 3.

Revising what you have learned

6 Think about what you have studied in this unit. Answer the questions. Use the phrases from the Language Support box below.

1 What information was new to you?
2 What have you learned about yourself as a presenter?
3 What skills have you improved?
4 What skills need further improvement?

Language Support: on results and goal-setting

Results	Goal setting
I have managed to ...	What I need to improve is ...
I think I was good at (+ verb + *-ing*)	I'd like to develop ... further.
Now I can (+ verb)	I think my skill of ... needs more work.
What I have really improved is ...	I plan to develop ...
... has become much better.	

Your final presentation

7 Prepare a 10-minute lecture or presentation with visuals to present to your colleagues. Do the tasks below.

1 Think of any topic that is relevant to you. You can continue working on the presentation you planned in this unit, Lesson 2, Activities 10 and 16 on pages 113 and 115.
2 Write a plan of your presentation. Include three main points.
3 Make notes and develop these ideas.
4 Write the text of your presentation or lecture. Pay attention to the structure and phrases that make it easier for the audience to follow you.
5 Check the text for any mistakes.
6 Prepare your slides.
7 Practise the text, and make sure you don't speak for more than 10 minutes. Get ready to present it to the class.
8 Take turns to listen to your colleagues' presentations and ask questions if appropriate.
9 Give your colleagues some feedback using the feedback form on page 130.

Role-play activities

Learner A

Unit 1, Lesson 1, Activity 7

Situation 1 You are a guest at a party at the Consulate/Embassy. Greet the person (Learner B) standing next to you and introduce yourself.

Situation 2 You are sitting in a hotel lobby waiting for a tour bus. A stranger (Learner B) sits down next to you. He/She seems to be waiting for the same bus. He/She starts the conversation by greeting you. Respond to his/her greeting and then introduce yourself.

Situation 3 You have to go down to the welcome dinner organised by the international conference committee. The lift has just stopped on your floor. You walk into the lift and see a stranger (Learner B). Greet him/her, respond to his/her greeting and then introduce yourself.

Situation 4 You have come to a conference and met your old friend at the reception desk. You have not seen each other for two years. Greet him/her and ask about his/her family.

Unit 1, Lesson 2, Activity 7

a Delicious, but too sweet for me.
b Terrible! It was raining 24 hours a day.
c Fantastic! Swimming pool, sauna, everything.
d I love it. Now I have a better salary and excellent prospects.
e Very productive. We have signed a collaboration agreement.
f It was nice to be out of the office for a few days. I learned a lot.

Unit 1, Lesson 2, Activity 8

Situation 1 You are a professor from a British university. You have just arrived. Your Italian colleague is meeting you at the airport.

Situation 2 You watched the film your friend had recommended. You liked it very much. Give your reasons.

Situation 3 You have just returned from an international conference in Thailand, which was a great success. You presented your paper there.

Situation 4 You are a Russian university teacher. You are hosting a foreign guest. You organised an excursion to a Russian monastery for him/her. You want to know if he/she liked the excursion.

Situation 5 You recommended a new mobile application to a tablet/smartphone/iPad to your friend. You want to know if he/she liked the application.

Unit 1, Lesson 4, Activity 11

Situation 1 Invite a visiting professor from Germany out for a coffee after the lecture.

Situation 2 You are an American lecturer visiting a foreign university. Your colleague invites you to a jazz club at the weekend. Thank him/her for the invitation and accept it.

Situation 3 You are at an international conference in Barcelona. The hotel has very good sports facilities. Invite one of the participants from Leeds University to play tennis with you.

Situation 4 You are the head of a group of Indian businessmen visiting a foreign university. Your host invites your group out for a meal tonight. Thank him/her for the invitation and accept it.

Situation 5 You and your friend are from Italy. Learner B is your friend and he/she invites you to his/her country house for the weekend. Thank him/her for the invitation but decline it. Give your reasons.

Situation 6 You are British**.** Your foreign colleague invites you and your husband/wife to a performance at the local opera house tomorrow evening. Thank him/her for the invitation and accept it.

Situation 7 You want to show your friend from Vietnam round your city. Invite him/her to a walking tour.

Unit 1, Lesson 5, Activity 6

Situation 1 You are in your Estonian colleague's country house. Pay compliments to him/her on his/her house and especially the garden full of flowers.

Situation 2 You are attending an international conference in the University of Economics in Prague. You like the way the conference is organised. Compliment your Czech colleague and thank the organisers.

Situation 3 You have just got your PhD degree. Your friend congratulates you on your achievements. Respond to his/her compliments

Situation 4 You are showing your university facilities to a professor from Denmark. He/She is impressed by a new well-equipped computer centre and a new library. Respond to his/her compliments.

Situation 5 You like the design of the smartphone your friend has just bought. Pay compliments and ask about its options (features and functionality).

Situation 6 Your son/daughter has just entered Cambridge University. You are very proud of him/her and want to share this news with your friend.

Situation 7 You liked your colleague's presentation. Comment on his/her interesting findings and ask about the prospect of further research.

Unit 1, Lesson 6, Activity 7

Situation 1 Your friend is inviting you to go out for a coffee. You can't accept his/her invitation as you are meeting your wife/husband this evening.

Situation 2 The conference organiser reminds you about tonight's dinner for the conference participants. Thank him/her for the invitation and apologise for not coming. You have a train to catch.

Situation 3 You are on the phone to your colleague. You want to discuss the details of your joint presentation. He/She can't talk right now as he/she has an appointment with a doctor. Agree on a time when you can discuss the presentation.

Situation 4 You are having a party for international guests at your house. During the party, one of your guests has to leave. Say goodbye and wish him/her a safe trip back home.

Situation 5 You are having lunch with your foreign colleague. He/She has to leave as he/she has a class. Agree to go out together in the evening.

Unit 2, Lesson 3, Activity 2

When you create slides, you should follow certain requirements. The first slide usually contains [1] _____ . The second slide shows your presentation plan and objectives. The presentation follows a 3.3 rule, which means [2] _____ . It is also important to have a slide with the summary of your presentation and conclusions or results. The last slide contains [3] _____ if anyone would like to contact you afterwards. You should remember that each slide illustrates only one topic.

The titles of the slides should be short, not more than [4] _____ words written in the same style: either all questions or similar phrases. The bulleted lists in the body do not contain full sentences. Usually there are 5–6 words per line. The number of lines on a slide is normally [5] _____ to make it easy for the listeners to follow your ideas. The font *Verdana* size 40 is often used for titles. For the text on slides, suitable fonts are [6] _____ .The text can be accompanied with visuals, but the common rule for slides is 'less is more'.

You can estimate the number of slides if you use the following method: [7] _____ , where n is the number of slides and t is the time. The beginning should not take longer than 90 seconds. If you want to take questions at the end, you should leave about 25% of your time for them.

Learner B

Unit 1, Lesson 1, Activity 7

Situation 1 You are a guest at a party at the Consulate/Embassy. Respond to the greeting from the person (Learner A) standing next to you. Then introduce yourself.

Situation 2 You are in a hotel lobby waiting to join a tour. You see Learner A sitting in the lobby. He/She seems to be waiting for the same bus. Sit down next to him/her. Start the conversation by greeting the person, respond to his/her greeting and then introduce yourself.

Situation 3 *You are in the lift going down to the welcome dinner organised by the* international conference committee. The lift stops on the third floor and a stranger (Learner A) walks in and greets you. Respond to his/her greeting and then introduce yourself.

Situation 4 You have come to a conference and met your old friend at the reception desk. You're very glad to see him/her again. You haven't seen each other for two years. Respond to his/her greeting. Answer and ask questions about life.

Unit 1, Lesson 2, Activity 7

g I think it was very interesting. I've made a lot of useful contacts.
h He is nice. Very knowledgeable and helpful.
i Extremely friendly. They asked me a lot of questions.
j Tiring. I had a lot of meetings and phone calls.
k Late as usual. Next time I'll go by train.
l Not bad. But I think I could have presented much better.

Unit 1, Lesson 2, Activity 8

Situation 1 You are an Italian professor. You are meeting your British colleague at the airport.

Situation 2 You recommended a film to your friend. He/She watched it and you want to know what he/she thinks about it.

Situation 3 Your colleague has just returned from an international conference in Thailand where he/she presented his/her paper. You want to know about the conference.

Situation 4 You are a foreign guest at a Russian university. You have just returned from an excursion to a Russian monastery. You liked / didn't like it.

Situation 5 You have just downloaded a new mobile application to your tablet/ smartphone/iPad, which your friend recommended to you. You like / don't like it.

Unit 1, Lesson 4, Activity 11

Situation 1 You are a professor from Germany visiting a foreign university. Your colleague invites you for a coffee after the lecture. Thank him/her for the invitation and accept it.

Situation 2 Invite your American colleagues to a jazz club at the weekend.

Situation 3 You are from Leeds University. You attend an international conference in Barcelona. The hotel has very good sports facilities. One of the participants invites you to play tennis with him/her. Thank him/her for the invitation but decline it. Give your reasons.

Situation 4 A group of Indian businessmen are visiting your university. On behalf of the rector invite them out for a meal tonight.

Situation 5 You invite your foreign friends from Italy to your country house for the weekend.

Situation 6 You invite the British professor and his/her wife/husband to a performance at the local opera house tomorrow evening.

Situation 7 You are from Vietnam and you are on a visit to Learners A's country. Your friend invites you to go sightseeing. Thank him/her for the invitation and accept it.

Unit 1, Lesson 5, Activity 6

Situation 1 You have invited your British colleague to your country house. You are showing him/her around the house. You are fond of flowers and you are proud of your garden. Respond to his/her compliments.

Situation 2 You work for the University of Economics in Prague that is hosting an international conference. Your Russian colleague is very pleased with the conference organisation. Respond to his/her compliments.

Situation 3 Your friend has just got a PhD degree. Congratulate him/her on his/her achievements. Mention the quality of the research.

Situation 4 You are a Danish professor visiting a Russian university. Your Russian colleague is showing you around the university. You are impressed by the university facilities, in particular its new, well-equipped computer centre and its new library. Comment on these facilities.

Situation 5 Your have bought a new smartphone and want to know your friend's opinion. Tell him/her about the options (features and functionality) of the phone.

Situation 6 You have heard that your friend's son/daughter has just entered Cambridge University. Congratulate him/her and say something complimentary about his/her son/daughter.

Situation 7 You have presented some preliminary findings of your research. After the presentation your colleague gives some feedback on your presentation. Tell him/her about your plans.

Unit 1, Lesson 6, Activity 7

Situation 1 You would like to talk to your friend about your holiday plans. Suggest going out for a coffee.

Situation 2 You are one of the conference organisers. Remind one of the participants about tonight's dinner and ask if he/she is coming.

Situation 3 Your colleague has called you. She/he wants to discuss the details of your joint presentation. Say sorry and explain that you have to go to the doctor's now. Suggest another time.

Situation 4 You are at a party at your colleague's house. Your taxi has just arrived, and you have to leave the party to go to the airport. Thank Learner A for the party. Say sorry and goodbye.

Situation 5 You are having lunch with your foreign colleague. You have a class in fifteen minutes. Apologise for leaving him/her. Suggest going out in the evening.

Unit 2, Lesson 3, Activity 2

When you create slides, you should follow certain requirements. The first slide usually contains the title of your presentation, your name and the name of the event with date. The second slide shows [1] _____. The presentation follows a 3.3 rule, which means three parts - an introduction, a body with three main points in it and a conclusion. It is also important to have a slide with [2] _____. The last slide contains 'thank-you' and your contact details if anyone would like to contact you afterwards. You should remember that each slide illustrates only [3] _____.

The titles of the slides should be short, not more than 2–5 words written in the same style: either all questions or similar phrases. The bulleted lists in the body do not contain full sentences. Usually there are [4] _____ words per line. The number of lines on a slide is normally 3 or 4 to make it easy for the listeners to follow your ideas. The font [5] _____ is often used for titles. For the text on slides, suitable fonts are *Arial* or *Tahoma* 28–32. The text can be accompanied with visuals, but the common rule for slides is [6] _____.

You can estimate the number of slides if you use the following method: $n=t/2$, where n is the number of slides and t is the time. The beginning should not take longer than [7] _____ seconds. If you want to take questions at the end, you should leave about 25% of your time for them.

Slides checklist

Slide heading		Comments
Are the slide titles short and clear?	☐	
Does each slide have the title?	☐	
Slide structure		
Does the outline slide contain only main points?	☐	
Is the order of the outline followed for the rest of the presentation?	☐	
Are the prompts consistent in style?	☐	
Are prompts written in point form?	☐	
Do prompts contain key words?	☐	
Does the conclusion slide:		
• summarise the main points of the presentation?	☐	
• suggest future research? (optional)	☐	
Fonts and colours		
Are fonts large enough for the audience to read?	☐	
Do colours of font and background go well together?	☐	
Spelling and grammar		
Are there any grammatical errors and spelling mistakes?	☐	
Charts, graphs and tables		
Do the graphs have titles?	☐	
Are they easy to read?	☐	
Are they necessary/relevant?	☐	
General comments		
Is the information presented clearly?	☐	
Is there a balance between good design and good content?	☐	

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Feedback form

Presenter(s) _____

Title of the presentation _____

Date _____

Criteria	Rating	Comments
Overall impression, purpose achievement	5 4 3 2 1	
Attention-getting opener	5 4 3 2 1	
Outline	5 4 3 2 1	
Structure, organisation, transitions	5 4 3 2 1	
Examples, explanations	5 4 3 2 1	
Visual aids	5 4 3 2 1	
Summary	5 4 3 2 1	
Concluding remarks	5 4 3 2 1	
Eye contact	5 4 3 2 1	
Gestures	5 4 3 2 1	
Volume of voice	5 4 3 2 1	
Pace	5 4 3 2 1	
Enthusiasm	5 4 3 2 1	
Interaction with the audience	5 4 3 2 1	
Q&A	5 4 3 2 1	
Time	5 4 3 2 1	
Other aspects (specify)		

Rating key

1=poor **2=fair** **3=acceptable** **4=good** **5=excellent**

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Writing

module 4

In this module you will:

- write a range of common academic texts
- communicate effectively with colleagues from other countries

Unit 1 Academic correspondence

By the end of this unit you will be able to

- follow the rules of formal email etiquette
- distinguish between various types of formal letters
- organise and structure different types of letter

Lesson 1 Ready to start

Lead-in

1 Work in pairs and discuss these questions.

1 What rules of etiquette do you know?
2 Why is it important to follow these rules?
3 What is email etiquette, in your opinion?

2 Complete the following formal email etiquette rules. Use the words in the list. You can use some verbs more than once. Add *don't* where necessary.

write	attach	address	be	start	answer	give

1 _____ the receiver by name or title.
2 _____ a meaningful topic in the subject line.
3 _____ in capitals.
4 _____ your email with a greeting.
5 _____ understandable names to attachments.
6 _____ clear, short paragraphs.
7 _____ friendly and cordial, but _____ familiar.
8 _____ files which are too large.
9 _____ within a reasonable time.

3 Which rules are relevant to your professional life? What rules can you add from your own experience?

Formal style

4 Work in pairs. Mark expressions a–l with *I* if they are part of an informal letter to a friend and *F* if they are from a formal academic letter.

a By the way, are you going to the Statistics Conference, too? If so, I'll take the opportunity to bring you the book you asked for in your previous letter. It's really magnificent. ___
b My name is Professor Copeland, and I am writing to you in order to request information on the Statistics Conference to be held at your University in November, 2015. ___
c Yours faithfully,
Rebecca Copeland ___
d Dear Jane, ___
e Firstly, could you provide details of the accommodation options? Secondly, I would be grateful if you could provide information on the plenary speakers. ___

f I wonder if you could share the worksheets you designed for teaching Probability, too? It'd be wonderful to use them as well. ___
g Finally, could you please clarify the deadline for registration? ___
h Hope to hear from you soon. ___
i Thank you for in advance for your help with this. I look forward to receiving your reply. ___
j Best wishes,
Rebecca ___
k Hi, there. I hope you're well, and your kids, too. Thanks very much for the teaching materials you sent. I used them with my students and they thought they were great. ___
l Dear Sir or Madam, ___

5 Put the expressions in order to make two letters. What language features helped you complete the task?

6 Tick the features of a formal, academic letter.

1 Colloquial expressions, that is expressions used in speaking, are numerous (*What's up? Cheers!*). ___
2 Full words, not contractions, are used (*will not* instead of *won't*). ___
3 Words and phrases that connect sentences meaningfully are used. ___
4 The sentences are rather complex. ___
5 Shortened versions of words are used (*u* instead of *you*, *r* instead of *are*). ___
6 Emotional words like *great, superb*, etc. are used. ___

Organising an email / a letter

7 Put these elements of an email in order.

a Give relevant information on the subject (What do you want to say?)
b State the aim (Why are you writing?)
c Describe the action you expect from the addressee (What do you want the addressee to do?)
d Close your email/letter politely.
e Open your email/letter with greetings.

8 Match the expressions 1–8 with their functions a–c.

a starting an email/letter
b acknowledging receipt of something
c inviting a response

1 I refer to your letter dated ...
2 We appreciate your interest in ...
3 If you have any further questions, do not hesitate to contact us.
4 Thank you very much for sending the information about ...
5 I am writing on behalf of the university to invite you ...
6 We look forward to hearing from you soon.
7 I am writing to apply for ...
8 Thank you for your letter of ...

9 Cover Activity 8 and put the words below in order to make sentences.

1 reply / are / to / your / looking / we / forward
2 our / interest / we / your / appreciate / in / project
3 conference / I / on / writing / am / of / the / the / invite / university / behalf / to / you / to
4 will / early / appreciated / your / confirmation / be
5 contact / do / hesitate / to / us / not

Writing a formal email

10 ***You have come across an advertisement about a grant for attending a workshop*** **for researchers. Write a short, formal email to the organising committee (100–120 words). Describe your achievements and ask if you fit the criteria to be selected. Use the expressions you have learned in the lesson.**

Subject	_____
Opening	_____ ,
Stating the aim	I am writing to you _____
Giving information	_____
Describing the actions you expect	I would be grateful if you could _____
Closing	_____
Signature	_____

Lesson 2 A reference letter

Lead-in

1 Find someone who matches each description below. Report your findings to the class.

a knows what a *reference* is
b has written a reference letter
c has asked their colleagues to write a reference letter for them

Organising a reference letter

2 In Column 1 in the table, tick the features a good reference letter should have.

	1	2
1 Explanation of how long the referee has known the applicant		
2 List of the personal qualities relevant to the specialism		
3 Reference to the applicant's qualifications, experience, and professional skills		
4 The applicant's weaknesses		
5 The applicant's religion, nationality, age, disability and gender		
6 The referee's contact information		

3 Read the letter of reference. In Column 2 in Activity 2, tick the features the letter has.

a Dear Sir/Madam,

b I am Robert Leeds, Professor at Darwin College, University of Nombridge. I am writing in support of Ms Hardworking's application for the MSc in Applied Ecology and Conservation at the University of South Anglia.

I have known this applicant for nearly 15 years, mostly through our shared work on an international ecological project in India.

c Ms Hardworking is a leading professional in India, highly respected for her participation in biodiversity conservation projects. As well as this, she is known as an innovative thinker in the field. She is intelligent, well-read and articulate, and has the maturity, self-discipline and independence to be able to cope with study at postgraduate level. It is typical of her positive attitude and the priority she gives to her professional development that she has chosen to apply for this programme in the middle of a very successful career.

d Moreover, her command of English is native-speaker standard. She has been used to functioning in English since childhood, throughout her education and now in most aspects of her professional life.

e I am pleased to have this opportunity of recommending Ms Hardworking to you as a postgraduate student. She will be an asset to the MSc programme.

f If you have any further questions, feel free to contact me.

Yours faithfully,

Robert Leeds

Professor Robert Leeds

4 Match elements of a reference letter 1–6 with its parts a–f.

1 describing the applicant
2 conclusion
3 *summary of what has been written*
4 giving more information on the applicant
5 opening
6 *describing the referee's position*

Language focus

5 Look through the letter of reference again. How do you know it is a positive letter? Find expressions that are used to do the following:

1 describe the professional skills of the applicant
2 describe the applicant's personal qualities and character
3 recommend the applicant to someone else

6 Match positive adjectives 1–4 (with examples) to definitions a–d.

1 mature (*This position would suit a mature specialist with strong computer skills.*)
2 observant (*An observant student noticed the mistake.*)
3 efficient (*She is very efficient: she does everything quickly and well.*)
4 reliable (*You can trust her to take on the most difficult task: she is a reliable person.*)

a able to be trusted or believed
b good or quick at noticing things
c not wasting time or energy
d completely grown or developed

7 In the Language Support box below, you will find more positive words to describe a person. Try to guess the meaning of new words.

Language Support: describing personal qualities

self-confident	competitive
flexible	creative
diplomatic	able to show empathy
imaginative	knowledgeable
energetic	willing to accept responsibility

8 Use adjectives from Activity 7 to complete these sentences.

1 Julia is quite _____ because she feels sure about herself and her abilities.
2 Marek is known as a very _____ person because he is good at thinking of new ideas and making new and unusual things.
3 Olga clearly has a desire to become the best and the most successful member of staff, which is quite typical for her _____ personality.
4 Herbert has shown the ability to be _____ and work in different ways, at different times or in different places when it is necessary, to suit new conditions or situations.

Writing a reference letter

9 Imagine one of your students/colleagues asked you to provide a reference for him/her. Think about their main characteristics. Write a reference letter.

10 Work in pairs. Take turns to read each other's letters of reference. Check if all the necessary elements from Activity 4 are included.

Lesson 3 Proposal for partnership

Lead-in

1 Work in pairs and discuss these questions.

1 What partnerships does your department/university have?
2 What is the purpose of a partnership proposal?

Structuring a proposal for partnership

2 In Column 1 in the table, write the numbers to show the order in which you would write these elements in a proposal.

	1	2
a Describing what your institution is working on.		
b Speaking about attachments and contacts.		
c Stating the purpose of your letter.	*1*	
d Writing about the partnerships you already have.		
e Explaining why the partner may be interested in establishing a partnership with you.		

3 Read the proposal for partnership below. What is being proposed? Who do they want to establish a partnership with and why?

Dear Mr Sanchez,

I am writing in hope of establishing a partnership with your institution. I am Alain Lechevre, the executive manager of Lechevre Education. We provide educational programmes in a wide range of subject areas. According to a survey conducted in your region, four colleges have shown interest in developing the research skills of their learners. As we share the same interests, we are honoured to suggest partnering in our Developing Research Skills programme.

The programme is student-friendly and interactive, and students greatly benefit from participating in the project. In addition, we view teaching and research as being not in opposition, but rather as linked with each other.

In the programme, our trainers help students to collect and record information in an organised and professional way, to use data-collection and analysis software competently, to produce well constructed, clear presentations and to use audiovisual aids where appropriate. Furthermore, students are motivated to communicate knowledgeably about their research area and discuss concepts in a scholarly way.

I would like to provide you with a brief outline of the partnerships we have already established. We have already partnered with twenty colleges in the last five years and the results have been very encouraging and fruitful. I am enclosing their feedback. Also, I attach a student's analysis of pre-training and post-training development. This will help you to understand our style of work and see our excellent results.

It would be a pleasure to become associated with an educational institution like yours. You can contact me by phone or by email, should you have any queries about this proposal.

I look forward to hearing from you.

Yours sincerely,
Alain Lechevre

4 In Column 2 of the table in Activity 2, number the elements of the letter as they appear in the proposal.

Language focus

5 In the proposal, find words that collocate with words 1–6 below and match them to definitions a–f.

1 to establish a _____
2 to benefit _____
3 to enclose _____
4 to share _____
5 to have _____ about
6 a brief _____

a to attach information about responses
b to become partners
c to have the advantage of
d a short summary
e to have questions about
f to have common interests

6 Correct the mistakes in the sentences below. Then say in which part of a proposal these sentences can be used. Use the guide in Activity 2 to help you.

1 We have already partnered by a number of educational institutions.
2 I'd like to inform you to our main objectives in the research.
3 I would like to give a brief outline on the advantages of such kind of partnership.
4 I am writing to you because our institution is interested at establishing a partnership to you.
5 I am attaching the feedback at our previous partners.

7 Put the words in order to make sentences for a proposal for partnership. Then put the sentences in order in which they are most likely to appear in a proposal.

1 queries, / by / any / contact / have / me / you / email. / Should
2 to establish / your / willing / a partnership / are / with / We / university.
3 encouraging. / have / The / very / been / results
4 our / I / partners' / enclosing / feedback. / am
5 organisation. / pleasure / would / become / be / your / It / with / a / to / associated
6 provide / already / I / like / you / a brief / of / have / partnerships / we / with / to / the / established. / outline / would

8 Work in pairs. Look at the highlighted words in the proposal in Activity 3, and answer the questions below.

1 What function do these words have?
2 What is the name of this type of word or phrase?

9 What do the highlighted words in Activity 3 have in common?

1 They are used to compare the ideas expressed in two sentences.
2 They are used to contrast the ideas expressed in two sentences.
3 They are used to add information.

10 Complete the paragraph with information that is true for your institution/department.

Our institution provides the opportunity to unite specialists in the field of [1]_____. [2]_____ give(s) the resources to [3]_____. Scientists are facilitated to share their expertise and experience in [4]_____. It enables researchers to implement the innovations in [5]_____.

11 Redraft the paragraph using the linking words from Activity 3.

Writing a letter of proposal

12 **Write a proposal for partnership on behalf of your institution or department. Use the sample letter and examples from the Language focus section.**

13 **Check your work using the questions below.**

1 Have you explained the purpose of your letter?
2 Have you described your institution/department?
3 Have you outlined the benefits of potential partnership?
4 Have you provided information for further contacts?
5 Have you thanked your potential partner?
6 Is the letter written in a formal style?

Lesson 4 Writing a covering letter for a grant proposal

Lead-in

1 **Imagine that you have found someone who might be able to fund your research project. What will you write in a covering letter to make a good first impression? Work in pairs to make a list.**

2 **Complete the sentences with words from the list. One word is used twice.**

goals	proposal	institution (x2)	research

Information to be included in a covering letter:

1 A description of your _____.
2 A statement explaining how you will help accomplish the funder's _____.
3 An explanation of the rationale and purpose of your _____.
4 An explanation of why the grant-awarding foundation is a fit with your _____.
5 A 'thank you' for the opportunity to submit the _____.

Structuring a covering letter

3 **Read the email and answer the questions.**

1 What do we learn about the applicant's organisation?
2 What is funding requested for?
3 How do they plan to achieve their aim?

Dear Mr Peeler,

On behalf of the Department of History, Cultural Studies and Ethnology, I am pleased to present this grant proposal for our project, titled 'Archives of Vologda monasteries and churches of the XV–XVII centuries'. It aims to complete our research work on compiling a list of documents from church archives in the Vologda region.

We are requesting financial assistance to enable us to organise trips to Saint Petersburg (to the Russian National Library) and Kiev (to the Ukrainian National Library) where we can get access to rare books and manuscripts about the history of our region for the period mentioned above.

We appreciate this opportunity to apply, as we consider this grant an important factor in the development of the whole nation. Please contact me if you have any questions about our work or our proposal.

Sincerely,
Dr Marina Okasova, Assistant Professor

4 **Look again at the sentences in Activity 2 and check if all the information is included in the letter above.**

Language focus

5 Underline phrases in the letter which match these functions.

1 giving contact information
2 introducing the reasons for funding
3 thanking the funder
4 introducing your organisation
5 describing the purpose of your project

6 Match the pairs of expressions A–E to functions 1–5 from Activity 5.

A _____

- In our department, we deal with ...
- Among our main activities are ....

B _____

- The long-term/short-term plan is/was designed to ...
- The purpose/goal of the proposed project is to ...

C _____

- Our organisation receives funding from state, city and federal sources. We need assistance/support in ...
- Your assistance will enable us to...

D _____

- Thank you for the guidance and help in the development of our project.
- We are grateful for the opportunity to apply for the grant.

E _____

- Should you have any questions or require further/additional information, please contact ...
- For answers to any questions about our project/application, please feel free to...

7 Complete the sentences with words from Activity 6.

1 If you are asking money for a short period of time, you want to receive _____ financing.
2 If you need financial help, you require the funder's financial _____.
3 The funder will contact you if they require _____ information (i.e. more information on the project).
4 When you are _____ to someone, you thank them for what they have done.

Writing a covering letter

8 Read the Table of Contents of a grant proposal (see Reading module Unit 4, page 55). Write a covering letter for the proposal.

9 Go to Activity 2 to check if all the elements are included in your covering letter.

Unit 2 Writing a summary

By the end of this unit you will be able to

- organise a summary
- evaluate a summary
- write a summary of an academic article

Lesson 1 What makes a good summary?

Lead-in

1 Work in pairs and discuss the questions.

1 Have you ever written a summary?
2 Why do we write them?
3 How long should a summary be?

Organising a summary

2 In Column 1, tick the features you think a summary should have.

	1	2
1 The author's name and the title of the article		
2 Graphs and tables		
3 Detailed explanations		
4 The author's main idea		
5 Details to support the idea		
6 Your own views on the problem		
7 As much of the original text as possible		
8 Quotations		
9 Formal expressions, linking words		

3 Read the example summary below and say what kind of misunderstanding takes place in a college classroom.

In his article 'No Allusions in the Classroom,' Jaime O'Neill emphasises the existing misunderstanding between students and teachers in a college classroom. He claims that teachers assume their students have basic knowledge they do not really possess. Moreover, students do not ask questions because they do not want to show their ignorance. O'Neill supports his conclusions by the results of the general knowledge test he administered to his students, which they answered more incorrectly than correctly. The author adds that, according to recent polls, a large portion of adults in the US are ignorant about the history of the country and the planet they live on. Finally, O'Neill expresses his opinion that instructors should be responsible for giving general information to their students.

4 In Column 2 in Activity 2, tick the features which are included in this summary.

Language focus

5 The words in the list are often used to report what other people say or think. Add at least three more verbs from the summary above.

state	inform	argue	mention	point out
suggest	demonstrate	discuss	believe	

6 Say which sentences in the summary in Activity 3 are used to:

1 introduce the main ideas of the original
2 provide an author's point of view
3 finish the summary

7 In expressions a–h underline the reporting verbs. Circle the words and phrases that show the order of events.

a At the beginning of the article the author points out/emphasises ...
b Next / Further on, the following problems/issues are raised ...
c In addition, the reader is informed about ...
d Then, the following points are examined/studied: ...
e The author suggests/assumes/claims that ...
f Summing up the author's thoughts ...
g Finally, the author concludes/assumes that ...
h The research the author conducted demonstrated that ...

8 Match phrases a–h in Activity 7 to functions 1–3 in Activity 6. Sometimes there may be more than one possible answer.

9 Read the summary below. Is the original article positive or negative about the educational reforms?

John Tierney, in 'The Coming Revolution in Public Education', [1]e _____ the belief that the educational reforms in the USA are harmful. The author [2]i _____ us that, as a result of the reform initiatives, standardised tests and assessments have been introduced in public schools and teachers held accountable for the results. The reforms, he [3]a _____, also recommend controlling classroom instruction. He then points out that the reforms have profit motives and involve corporate interests. Further on the reader is informed about the negative reaction of the public and teachers to these reforms. The author [4]s _____ that teachers should be given more autonomy and respected as professionals. Tierney then [5]a _____ that standardisation leads to the loss of individuality and diversity. Finally, the author [6]a _____ that public education is not aimed at bringing in money, and that is why business should not be involved. As a conclusion, Tierney [7]s _____ that these kinds of reforms should be opposed.

10 Complete the summary with reporting verbs from Activities 3, 5 and 7. The first letter of each verb is given.

11 Read the notes about the main ideas of an article. Write a summary using reporting verbs and linking words.

- *author: James Vernon*
- *title: 'Open online courses – an avalanche that might just get stopped'*
- *online education through massive open online courses (MOOCs) is not always as good as it may seem*
- *if offered free, MOOCs bring in no money and can even fail to cover their costs*
- *the quality of education cannot be effectively monitored and controlled*
- *if businesses sell the MOOCs, low-achieving students have access to higher education*
- *academics are not enthusiastic about online higher education*

Lesson 2 Topic sentences

Lead-in

1 What is a topic sentence? Where do you find it in a paragraph?

Writing a summary

2 Read the article by Tonya Troka and say why more people nowadays prefer to study online.

The future of online education

Distance education has been around from the 1800s. Correspondence courses helped people learn trades in their own free time, while radio and taped television courses later educated students in remote areas. Now, with the rapid expansion and evolution of the internet, online education has become commonplace. It's now possible to earn a degree from an accredited college without ever setting foot on campus, and more people enroll every year. According to the Sloan Consortium's report 'Changing Course: Ten Years of Tracking Online Education in the United States,' more than 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.

Higher education, in general, has grown significantly. In 1975, 21.9 % of Americans had a Bachelor's degree. In 2011, 38.7 % of Americans between the ages of 25 and 64 had earned a two- or four-year college degree. The main driver behind the increase in higher education is the huge change in the overall economy of the U.S. over the last fifty years. Most workers are now employed by the service sector, where more specialized skills are often a necessary requirement for finding a job. As a result, some post-secondary education is now seen as critical for workplace viability by a majority of the population.

And the majority of the population is now online. In 1997, less than 20% of U.S. households had internet access. By 2011, that percentage had grown to 71.7 %. As with music, television, and newspapers, higher education needs to move to where the people are if it wants to expand its user base. Also, traditional campuses are having trouble maintaining facilities that meet the growing college population's needs. While the cost savings of running an online degree program aren't tremendous, it's generally easier for colleges to move programs online than it is for them to build extensions to their campuses.

The Sloan Consortium's findings reveal that many institutions expect more working adults to turn to continuing education online to build new skills or enhance existing ones to better their chances in the job marketplace, and also to avoid paying higher fuel costs as commuter students. Every year has seen an increase in the proportion of total enrollments that are online, starting at 11.7% in 2003 and increasing to 32% in 2011. The convenience of being able to complete a degree at a reduced impact to personal and professional life makes online education attractive to working adults. As adults strive to continue earning, they'll want to continue learning. And they'll continue gravitating to ways that fit their lifestyle.

3 Underline the topic sentence in each paragraph. Compare your ideas in pairs.

4 Look through the text again and underline ideas, supporting details and facts you could include in a summary of this text.

5 Work in pairs. Read the two summaries below. Which summary reflects the text better?

1

In her 'The Future of Online Education' Tonya Troka provides the reasons for the growing popularity of learning via the internet. The author mentions the results of surveys that demonstrate that the number of people taking part in on-line courses is growing. She stresses that nowadays there is an increased demand for educated specialists, and on-line education gives an opportunity to receive a diploma without leaving work. Moreover, the author suggests that this type of education is convenient for Universities, as its cost is rather low. Finally, the author states that on-line education is a good alternative for working adults.

2

The text under consideration is written by Tonya Troka. The purpose of the article is to give readers information about the growing amount of online education. Based on convincing data the author proves the idea that online courses are a convenient and attractive way to get a degree or to continue education without giving up employment. The author also stresses the fact that traditional campuses are having trouble maintaining facilities that meet the growing college population's needs. Troka finishes her article by stating that as adults strive to continue earning, they'll want to continue learning.

6 Compare Summaries 1 and 2. Tick the correct boxes in the first and second columns.

	Summary 1	Summary 2	Summary 3
1 The summary is short.			
2 The summary reflects the main idea of the author.			
3 The title of the article and the author's name are included.			
4 Some examples to support the main idea are included.			
5 It is written in language different from the author's.			
6 There are no detailed explanations.			
7 Quotations are not included.			
8 The summary is written in a formal style.			

7 Suggest improvements for the less successful summary.

8 Write a summary for an article from the Reading Module, Unit 2.

9 Work in pairs. Read your partner's summary critically. Tick the column for Summary 3 in the checklist in Activity 6. Give feedback to your partner.

Unit 3 Writing an abstract

By the end of this unit you will be able to

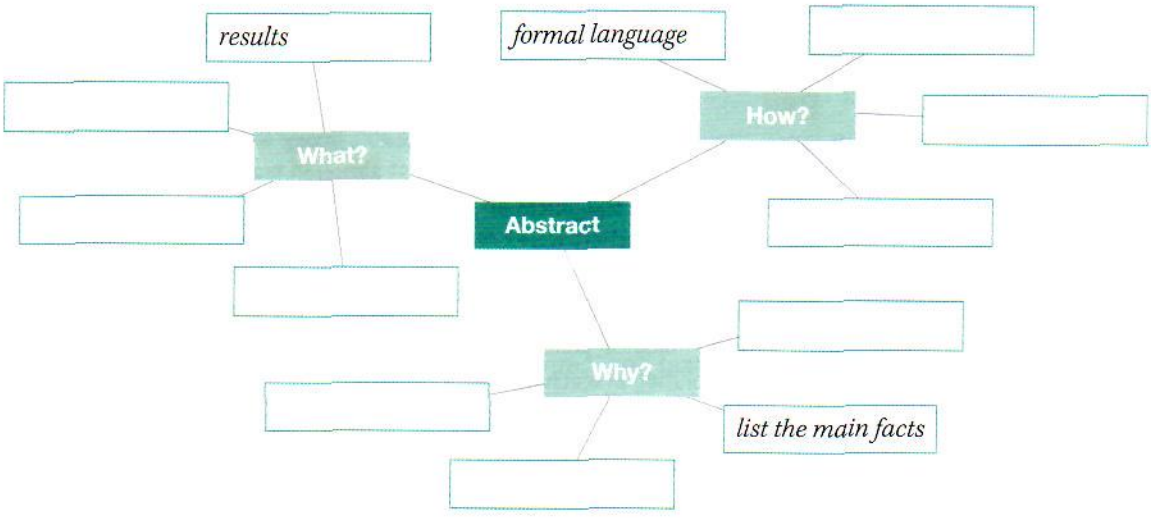
- structure an abstract
- connect parts of an abstract using linking words
- notice particular features of abstracts from different fields of study
- write an abstract for an article

Lesson 1 Make your abstract cohesive

Lead-in

1 How often do you write articles? What else do you have to write when you submit an article?

2 Work in groups and complete the spidergram about your experience of writing abstracts.



Structure of an abstract

3 Match the parts of an abstract (1–5) to the questions they answer (a–e).

1 background	**a** What was the purpose of the research?
2 aims	**b** What were the main findings?
3 approach	**c** What did the research lead to?
4 results	**d** What was the context of the work?
5 conclusion	**e** What were the methods used in the research?

4 Match sentences a–e to abstract parts 1–5 in Activity 3.

a The findings of the research illustrate how / show the impact of ...; We can predict/ foresee that ...
b We conducted the studies of / experiments on...; We employed the following methods ...; The research explored ...; We tested this hypothesis using ...
c This article is motivated by ...; ... is a fundamental question in ...; Previous research indicates / has shown that / has focused on ...
d This article has the following goals/objectives ...; The article examines/studies ...; The main purpose of the article is to ...
e The findings support the prediction/model ...; Theoretical contributions and practical implications are discussed/presented ...

5 Read this article abstract and say if the authors agree that having more computers at school leads to changes in teaching.

Your notes

Most policy makers, corporate executives, practitioners, and parents assume that wiring schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning. This article examines these assumptions in two high schools located in the heart of technological progress, Northern California's Silicon Valley. Our qualitative methodology included, firstly, interviews with teachers, students, and administrators, secondly, classroom observations, review of school documents, and, finally, surveys of both teachers and students in the two high schools. We found that although teachers used computers for classroom work, access to equipment and software seldom led to widespread teacher and student use and most teachers were occasional users or non-users. As a result, more often their use sustained rather than altered existing patterns of teaching practice. We offer two interrelated explanations for these challenges to the dominant assumptions that guide present technological policy making. In general, traditions in high schools will influence the slow revolution in teaching practices.

6 Divide the abstract into the five parts listed in Activity 3. Write the names of the parts in the left-hand column.

Language focus

7 Find the following words in the abstract.

1 the word that is close in meaning to these verbs: *to believe, to imagine, to suppose*
2 the word that is opposite in meaning to these verbs: *to collect, to gather*
3 the verb that is close in meaning to these verbs: *to investigate, to study*
4 a noun that comes from the verb *to assume*
5 a pair of verbs, one of which means *continued*, and the other means *changed*

8 Underline the phrases which helped you identify the parts of the abstract. Explain your answers, e.g.:

The phrase 'Most policy makers' shows that the author has read a number of papers and now presents this information as a background of the research.

9 Work in pairs. Decide what functions the highlighted words in the abstract have.

10 **Read the examples of linking words in the Language Support box. Say what the underlined words mean. Fill in the gaps with the highlighted words from the abstract.**

Language Support: linking words

- Words used to enumerate: *initially,* _____, _____, *third(ly), next,* _____.
- Words that express causation: *thus,* _____, *because, therefore.*
- Words that express contrasts and comparisons: _____, *however, whereas, likewise, in contrast.*
- Words used to generalise: *overall,* _____, *in short, to conclude, generally*

11 **Put the letters in order to make a word with the same function as the linking words in the right-hand column.**

1	_____ (utsh)	in this way, hence, so
2	_____ (eeeortfrh)	as a result, for that reason, consequently
3	_____ (iiwsklee)	also, similarly, additionally
4	_____ (ehewrov)	but, still, nevertheless, nonetheless, although
5	_____ (frthomueerr)	in addition, moreover, besides
6	_____ (iiiytnall)	at first, at the beginning
7	_____ (llrvaoe)	on the whole, generally

12 **Read the abstract below and say how the use of technology in university classes influences the way students study.**

The trend toward technology enhanced classrooms has escalated quickly during the past five years as students have become increasingly tech savvy. [1] _____ classrooms across the nation have become 'wired' and textbook publishers now offer a wide variety of computerised teaching supplements. In fact, some may argue that the use of technology is now expected in the college classroom. The objective of this research is to examine whether the use of technology in university classes impacts student behaviour and student perceptions of instructional quality. This paper summarises the results of a survey administered to students enrolled in business courses at a mid-sized Midwestern university. The results suggest that adding technology in courses where it is not currently used is likely to have a positive impact on student perceptions of the instructor and on student behavior. [2] _____, removing technology from courses that already use it would not appear to have a negative impact on all aspects of student behaviour. [3] _____ there are certain aspects of student behaviour which appear to be technology neutral: firstly, the amount of time that students study, [4] _____ the quantity of notes they take, [5] _____ their attendance, and, [6] _____, their interaction with the instructor. [7] _____, technology tends to have a meaningful impact on student preparation for class, attentiveness, quality of notes taken, student participation in class, student learning, desire to take additional classes from the instructor or in the subject matter, and [8] _____ the overall evaluation of the course and the instructor.

13 Fill in the gaps in the abstract in Activity 12 with a suitable linking word/phrase from the list. There is one extra word which you do not need to use.

also	however	as a result	secondly	initially
thirdly	in contrast	finally	overall	

14 Match the highlighted words in the abstract to their synonyms 1–10 below.

1 assumed
2 influences
3 communication
4 improved, made better
5 will probably have
6 became higher
7 aim
8 given to
9 parts
10 study

15 Complete the sentences below with the highlighted words/phrases from the abstract.

1 The main purpose of the article is to describe the *enhanced* procedure of the research.
2 This article is motivated by a series of experiments on the _____ between peers in a group.
3 Previous research indicates that the tension between the two countries has _____.
4 The article aims to _____ some aspects of the problem described.
5 We conclude that a wider use of the gadget can be _____.
6 We can foresee that the study _____ to have similar results in other settings.
7 The poll has been _____ a group of University teachers.
8 The _____ of the study is to examine the reasons for such behaviour.
9 It is demonstrated how global warming _____ the environment.
10 The paper presents moral _____ of the biotechnological experiments.

Describing research

16 Think about the research you are carrying out or have already completed. Finish the sentences below to describe it.

- We conducted a study of _____.
- Numerous research in the area show _____.
- Our objective was to examine _____.
- Firstly, _____ used.
- Secondly, _____ was examined.
- In addition, _____ was/were demonstrated.
- Overall, _____.
- Finally, the following conclusion was drawn: _____.

Lesson 2 Abstracts from different fields of study

Lead-in

1 There are eight words connected with abstracts hidden below. Work in pairs to find them. Say what each word means.

S	R	E	S	U	L	T	S	A	C	H	X
X	C	O	A	B	S	T	R	A	C	T	O
M	B	V	P	A	D	B	I	I	J	N	Q
N	A	T	P	Z	P	R	P	M	H	Z	M
R	F	O	R	M	A	L	K	S	N	G	S
H	K	J	O	I	M	O	L	M	T	R	I
G	G	B	A	C	K	G	R	O	U	N	D
C	O	N	C	L	U	S	I	O	N	H	R
C	O	Z	H	B	S	T	R	A	C	T	E
K	U	L	I	N	K	E	R	S	S	C	E

Spot the difference

2 Match abstracts A–C to fields of study 1–3.

1 Pure Science
2 Social Sciences
3 Humanities

A

In this article I consider whether Hegel is a naturalist or an anti-naturalist with respect to his philosophy of nature. I adopt a cluster-based approach to naturalism, on which positions are more or less naturalistic depending how many strands of the cluster *naturalism* they exemplify. I focus on two strands: belief that philosophy is continuous with the empirical sciences, and disbelief in supernatural entities. I argue that Hegel regards philosophy of nature as distinct, but not wholly discontinuous, from empirical science and that he believes in the reality of formal and final causes insofar as he is a realist about universal forms that interconnect to comprise a self-organising whole. Nonetheless, for Hegel, natural particulars never fully realise these universal forms, so that empirical inquiry into these particulars and their efficient–causal interactions is always necessary. In these two respects, I conclude, Hegel's position sits in the middle of the naturalism/anti-naturalism spectrum.

B

This research assessed phonological and morphological awareness in dyslexic university students. We tested 44 dyslexic university students in phonological and morphological awareness tasks and compared their performances. In the phonological awareness tests, the dyslexic university students performed at the same level as their reading level controls. In contrast, they systematically outperformed their reading level controls in the morphological awareness tasks and almost reached the proficiency level of the chronological age controls. The results show that dyslexic university students develop their morphological awareness more than their phonological awareness. These findings add to the evidence indicating that morphological awareness is not deficient in dyslexia and could instead play a beneficial role in the development of literacy skills in this population.

C

A process capable of producing large amounts of energy by a nuclear fusion process between nickel and hydrogen, occurring below 1,000 K, is described. Experimental values of the ratios between output and input energies obtained in a certain number of experiments are reported. The occurrence of the effect is justified on the basis of existing experimental and theoretical results. Measurements performed during the experiments allow for the exclusion of neutron and gamma ray emissions.

3 Read the abstracts again and match them to statements 1–8.

The abstract ...

1 includes the following parts: Aims, Results.
2 includes the following parts: Aims, Approach, Conclusion.
3 includes the following parts: Aims, Approach, Results, Conclusion.
4 discusses the approach of a well-known theorist.
5 is written in the passive voice.
6 is written in the first person singular.
7 presents opinions.
8 describes objective results.

Language focus

4 In the abstracts, find words/phrases similar in meaning to definitions 1–7. The letters show you in which abstract the word is used.

1 think about, reflect, give attention (A) _____
2 in connection with something (A) _____
3 accept, use (A) _____
4 component, aspect, feature (A) _____
5 judge the importance or value of something (B) _____
6 reasons for believing that something is or is not true (B) _____
7 show that something is right or reasonable (C) _____

5 Use the words from Activity 4 to complete the gaps in sentences 1–7.

1 There is no scientific _____ that a person's character is reflected in their handwriting.
2 It's too early to _____ the long-term consequences of the experiment.
3 We _____ two factors which determine the most appropriate way of planning the project.
4 We _____ a well-known model of the economy development.
5 The attempt is made to _____ the existence of this science to professional and academic communities.
6 There are a number of _____s in feminist thinking.
7 I am writing _____ your letter of 15 June.

6 In abstracts A–C, find words/phrases that are used to do the following.

1 to describe the research (e.g. *I focus on, this paper presents*)
2 to write about actions (e.g. *tested, a comparison is carried out*)
3 to describe the results (e.g. *the results show*)

7 Underline the passive constructions in the abstracts. Why is the passive voice used?

8 In Abstract C, in the sentences in the passive voice, find the parts of the sentences which name the object of the research. Are they individual words or phrases?

9 Underline the phrases in these sentences which describe the object of the research. Then rewrite the sentences in the passive voice.

a We examine the impact of social networks on society.
b We consider the ways of interaction in the modern academic environment.
c We focus on the process capable of producing large amounts of energy.
d We justify the use of the approach described.
e We perform the measurements of output and input energies.

10 Edit the following abstract.

1 Complete gaps 1–5 with the correct words from Activity 4.
2 Rewrite underlined sentences a–d using the passive voice.
3 Add linking words where appropriate.

The expansion of higher education systems, new demands on institutions and growing pressures on resources have become common trends across most developed countries. (**a**) *This paper explores the early career paths of academics*. (**b**) *It makes initial comparisons between different higher education systems.* (**c**) We have written this paper with [1] _____ to the *Changing Academic Profession* study. This study [2] _____ s the following facts: respondents' degrees, age at which they qualified, disciplines they studied and now teach. The conditions of academic work are [3] _____ ed. The collected data [4] _____ various degrees of flexibility and mobility required of academics in the early and later stages of their careers. The study provides [5] _____ that academics are becoming more mobile domestically and internationally. Academics from the 17 countries in the study are quite satisfied with the technical resources provided by their institutions. (**d**) They criticise the personnel and funds available to support teaching and research.

11 In abstracts A–C, find sentences written in the first person. Why is the first person used in these cases? Finish the sentences below to express your own opinions and describe your research.

1 I/We consider _____ to be _____
2 I/We adopt a _____ approach to _____
3 In my paper I/we focus on _____
4 I/We argue that _____
5 I/We conclude that _____

Writing an abstract

12 Put these steps for writing an abstract in order.

a __1__ Read through the paper and choose sentences with key ideas.
b _____ Give the abstract to a colleague and ask him/her whether it makes sense
c _____ Check that your abstract conveys only the essential information.
d _____ Read your rough draft and delete extra words and phrases (examples, jargon, opinions and detailed descriptions).
e _____ Organise the information you have gathered into an initial rough draft.
f _____ Check to see if it meets the guidelines of the targeted journal. Count the words.
g _____ Read the abstract as if you were another researcher deciding whether to read your paper.
h _____ Write the final version of the abstract.

13 Write an abstract for one of the following.

1 an article you have written (the article may be written in your native language)
2 an article you studied in the Reading module, Unit 3

14 Work in pairs. Read your partner's abstract. Think about the questions below. Then give feedback.

1 Why did he/she do this study or project?
2 What did he/she do and how?
3 What did he/she find?
4 What do his/her findings mean?
5 If he/she suggested a new method, how well did it work?
6 Did he/she use formal vocabulary?
7 Did he/she use linking words to connect ideas?

15 Rewrite your abstract, using your partner's suggestions.

Unit 4 Writing an executive summary of a grant proposal

By the end of this unit you will be able to

- recognise characteristics of a grant proposal
- structure an executive summary of a grant proposal
- recognise features of formal and informal writing
- analyse and use appropriate language for writing an executive summary of a grant proposal
- write essential parts of an executive summary of a grant proposal

Lesson 1 A grant proposal

Lead-in

1 Work in pairs and answer the questions below.

1 Have you ever applied for a grant? If yes, was it an international or an internal grant? If it was an international grant, did you need any help to fill in the application forms?
2 Have you ever had to write a grant application or proposal in English?
3 What do you think helps to get funding for an academic project?

2 Read what funders sometimes say when refusing grant proposals (1–3) and choose one recommendation from statements a–f to avoid each reason for refusal.

1 Sorry, but we don't think the problem raised in your proposal is serious.

2 We doubt whether it is possible to implement your project within the proposed period of time.

3 Sorry, but our fund is trying to achieve slightly different goals.

a You should provide a clear proposal with an exact time-frame and the expected results of the research.
b You should present clear objectives of your research project.
c Your research purposes should correspond with the aims of a grant funder.
d You should propose a solution to an important and critical problem.
e You should find additional funding to your project.
f Your proposal should contain detailed information about how you intend to conduct it.

Executive summary

3 Read the characteristics of an executive summary and tick the ones that make it attractive to funders. Compare your answers with a partner.

1 It provides a description of the project and expected results.
2 It gives the correct contact information.
3 It is very detailed and backed up by statistics.
4 It concentrates on the main point of your project, not all the side issues.
5 It may include a time chart and project organisation chart if there is space.
6 It clearly states what is expected from the funder.
7 It includes the one, best, most creative aspect (the 'hook') of the project.
8 It clearly states what your organisation and other partners are investing in the project.

4 Read this executive summary and say what they want funding for.

Step to Success

Marie Crump, Special Educational Needs Coordinator

[a] Mission statement

The mission of the 'Step to Success' project is to improve students' academic performance in Lightwood High School. We are seeking a grant to help students with special educational needs to stimulate their autonomous learning. The objective is that by the end of the year they will have developed their cognitive skills up to the level of their peers. The project is based on the latest research on how to create an effective inclusive educational environment.

b _____

Lightwood High School faces problems caused by the growing number of students having learning difficulties. Our study shows that 78 students out of 342 suffer from attention deficit disorder and mental deficiency, leading to low academic achievement. [1]*Also / Additionally*, if these students [2]*are not given / aren't given* an opportunity to improve their cognitive skills, they are more likely to miss classes or commit offences.

c _____

Our school will provide students with access to computers equipped with special educational software. Students will be able to implement various tasks presented in computer games. Standardised tests will be conducted at the beginning of the project to [3]*identify / find out* the students' cognitive level. Finally, at the end of the school year, they will be assessed to determine their level of improvement.

d _____

The 'Step to Success' project hopes to enable students with special needs [4]*to make better / to enhance* their cognitive skills in order to prepare them for further education. The project aims to help these students access the general curriculum and attend regular classes with their peers, so they can [5]*go on / continue* learning in an inclusive environment.

e _____

Funding of €10,300 is requested [6]*to implement this programme / to put this programme into action* and for the purchase of special educational software and hardware for the school's classroom. The budget includes funds for ten computers and programmes. This will enable ten independent desks, which will give students flexibility in working hours

5 Match headings 1–4 to sections b–e of the executive summary.

1 Budget
2 Problem statement / Statement of need
3 Expected results
4 Project summary / Project description

Formal style

6 Read this text and compare it with part (a) of the text in Activity 4. Which one is more formal? How do you know?

> Our idea is to improve students' academic performance in Lightwood High School. We're looking for a grant to help weak students to do well and stimulate their autonomous learning. So, how do we formulate our objective? By the end of the year we want them to have developed their cognitive skills up to the level of their fellows. Luckily, the project is based on the latest research on how to create good inclusive educational environment.

7 Read the general guidelines for writing in a formal style. Use them to explain why certain words/phrases in the text in Activity 6 are inappropriate.

1 Avoid adverbs that show personal attitude (e.g. *unfortunately, surprisingly*).
2 Avoid too informal vocabulary (idiomatic or colloquial expressions, e.g. *thank goodness, kids*).
3 Avoid an informal use of multi-word verbs (phrasal verbs) when there is a suitable synonym (e.g. *set up = install*).
4 Avoid contracted forms (e.g. *can't, won't*).
5 Avoid rhetorical questions (e.g. *And why does it happen?*).

8 In the text in Activity 4, choose the more formal options (1–6).

A mission statement

9 Put the words in order to make sentences about the mission of an organisation.

1 is / high quality care and services / Our mission / to our members / to provide
2 in the city / to reduce / is / air pollution / Our goal
3 the development / Our primary focus / distance-learning courses / on / of / online / is
4 safely / electricity / The purpose / to deliver / is
5 is to serve / higher learning / Our aim / society / as a centre of
6 an increase of access to / programmes / Our institution / higher education / is responsible for

10 Which sentences from Activity 9 use the to-infinitive to state the mission? Which ones use a noun phrase?

11 Think about a grant proposal you or your institution could make. Complete the model below in a formal style.

The mission of _____ is to _____.

Our objective is to _____.

We are responsible for _____.

Our primary focus in on _____.

We will _____.

Stating a problem

12 **Read a problem statement from an executive summary for a grant proposal. Answer the questions.**

1 What is the main problem?
2 Who is affected by this problem?
3 How was the problem discovered?
4 What can help to solve the problem?

There is a tremendous need, especially for high-risk youth in low-income neighbourhoods, for programs that [1] _____ (provide) activities and support for children during the after school hours. In 1998, the Children's Defence Fund [2] _____ (report) that violent crime by young people aged 10–17 peaks between 3 and 7 p.m. Previous research has shown that children and teens in poor neighbourhoods are struggling for direction and positive opportunities [3] _____ *(need) to keep them safe. In addition, a study published in Pediatrics magazine* [4] _____ (find) that eighth graders who [5] _____ (leave) alone after school reported greater use of cigarettes, marijuana, and alcohol than those in adult-supervised settings.

Current research [6] _____ (indicate) that supervised after-school programs keep children safe and out of trouble. By implementing our project, we intend to enhance their academic achievement significantly.

13 **Complete the sentences with the correct form of the verbs in brackets: active or passive.**

14 **Underline the phrases in the text which have a similar meaning to the phrases below.**

1 Studies indicated that ...
2 A survey/An experiment showed that ...
3 We plan to improve ...
4 Present research states that ...
5 Prior research has reported that ...
6 There is a huge demand for projects which ...

15 **Write the problem statement for your grant proposal. Answer the questions below.**

1 Why is your project worth doing?
2 How did you decide that the problem exists?
3 Who/What does the problem affect?
4 What have other researchers done in this field?
5 What will your new work add to the field of knowledge? How is it innovative?

Lesson 2 Polishing an executive summary

Lead-in

1 Work in pairs. Complete the sentences.

1 If you want to get funding for your research project, you should ...
2 If you want to write a successful grant proposal, you should ...
3 Your execurive summary of a grant proposal should consist of ...
4 The style you write your proposal in is ...
5 When writing a grant proposal, you should avoid ...
6 In order to present your organisation, you should ...
7 When stating a problem, it is recommended to ...

Project summary

2 Read the following project summary and choose the best title for the proposed project.

A Development of relationships between America and Madagascar.
B Evolution of the reproductive system in primates.
C Major differences between lemurs and lorises.

[a]We will analyse the anatomical, behavioural, and physiological differences among lemurs and lorises and the social and ecological [1]*things / traits* that influence these differences. [b]The proposed research will [2]*address / look into* three topics of great significance to understanding primate biology and evolution: (1) comparative anatomy of the reproductive system, (2) evolutionary changes in the reproductive system, and (3) rates of evolution. [c]The anatomical, behavioural, and ecological characters generated [3]*here / in this study* will be used to test functional and evolutionary hypotheses about the reproductive system that [4]*could not / couldn't* be tested with existing data.

[d]The proposed research involves international, collaborative research between scientists from the US and Madagascar. [e]The results of this study will be of [5]*major / big* importance both for the conservation of endangered species in the wild as well as the maintenance of captive colonies involved in biomedical research. [f]The results of this study will be incorporated [6]*at once / immediately* into educational programmes in both countries. [g]Because this research involves attractive and endangered species, the results of this work are likely to be of considerable public interest and will reach a broad public audience.

lemurs and lorises = small animals similar to monkeys (primates) with thick fur and a long tail, which live in trees and are active at night
reproductive = relating to the process of having babies or producing plants
incorporate = to include something as part of something larger
endangered = animals or plants that may soon not exist because there are very few left alive

3 **In the text in Activity 2, choose the more formal words or phrases in options1–6. Compare your answers with a partner.**

4 **Read the text again and match sentences a–g with the questions below.**

1 Who will carry out the project? ___
2 What is the significance of the project? ___
3 How will the results of the research be applied? ___
4 What is the specific objective of the project? ___
5 What methods will be used to prove research hypotheses? ___
6 What is the main purpose of the research? ___
7 Who might be interested in the research results? ___

5 **Paraphrase the project summary in Activity 2, using phrases from the Language Support box.**

Language Support: project summaries

... will provide ...
The project starts with ... The next step is ... Finally, ...
Extra effort will be made to ...
Special attention will be paid to ...
The plan will include ...
This project will be completed within/in/over ... (period of time)

6 **Write the project summary for a grant proposal. Use the Language Support box to help you.**

7 **Work in pairs. Read your partner's project summary. Does it contain the following information?**

- a brief background of the project
- specific aims, objectives or hypotheses
- significance of the proposed research
- unique features and innovation of the project
- methods (action steps) to be used
- a description of how results will influence other research areas

Expected results

8 **Read the text in Activity 2 again and find sentences about the results of the project. Answer the questions below.**

1 What tenses are used in these sentences?
2 Which tense expresses a promise?
3 Which structure indicates that the author is not sure about the results?
4 Which structure would you choose to present your expected results?

9 **Read the text below and say what the outcomes of the proposed research are. Then fill in the gaps with a suitable verb.**

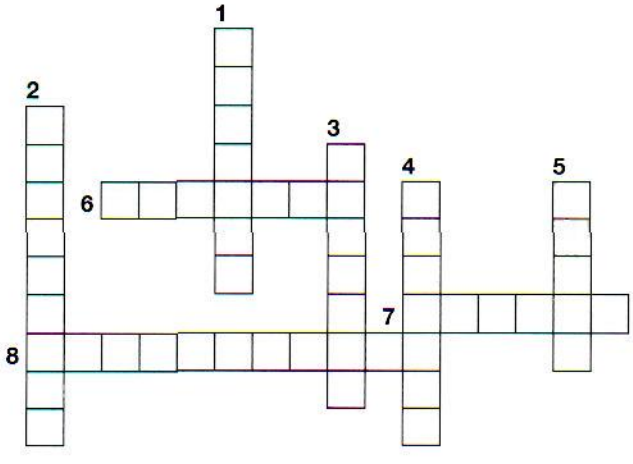
will offer	will have	will promote	will provide

The research [1] _____ interdisciplinary understanding of urban green spaces from the ecological and sociological viewpoints. In addition, the outcomes of the research [2] _____ important and applicable knowledge and tools for the planners and decision makers of urban land use planning. Furthermore, the research process [3] _____ collaboration between researchers, land-use officials, residents and other stakeholders. Although the research takes place in Finland, it [4] _____ international relevance, especially as the project has extensive international collaboration.

10 **Study the Language Support box and find words to complete the crossword.**

Language Support: expected results

We expect to achieve ...
The main expectation of the project / research is ...
The results of the research will be published in academic journals (e.g. ...).
The results of the project might be recommended to (scientists, students) in the field of (subject).
... will benefit from ...



Down

1 to make research findings available to people, especially in a book or magazine (verb)
2 to suggest using research findings for further studies (verb)
3 to be in a better position because you can use the research results (verb)
4 a serious magazine that is published regularly about a particular subject (noun)
5 an area of activity or interest (noun)

Across

6 to succeed in finishing something or reaching an aim (verb)
7 product, outcome, effect of the research (noun)
8 assumption, belief, prediction (noun)

11 **Think about your research project and present its expected results in writing. Use the Language Support box in Activity 10 to help you.**

Budgets

12 Read Texts A and B and answer the questions.

1 Which budget description asks for more money than they already have?
2 In which example is the way of spending money expressed more clearly?
3 Which is more likely to influence a positive decision about funding a project? Why?

A

We seek £50,000 as funds to support the Education for the Disabled Youth Programme. With your assistance, we will be able to help 25 disabled students to attend A-level classes and to send 25 more to college. We believe that providing educational programmes to all qualified disabled students will help in the economic growth of our county.

B

Our institution is requesting $18,000 from the Help Fund to support this program that makes a meaningful difference in the lives of our youth. A contribution from our partners accounts for $10,000 that will give us initial support and cover salary expenses.

13 In Texts A and B, underline words/phrases which help to describe the budget for an intended project. Why do you think the active voice is used here?

14 Study the Language Support box below. Substitute the words/phrases you underlined in Texts A and B with those from the Language Support box.

Language Support: budgets

We seek / are seeking ... (sum of money) to ... (to support ...).
We request / are requesting ... (sum of money) from ...
... is intended to fund ... (the staff positions) and provide ... (facilities).
The grant request is for funding for ... (a period of time).
Partners contribute ... to the project.
The applicant is covering (salary / travelling) costs.

15 Suggest improvements for the less successful budget description from Activity 12.

16 Add information about the budget to the executive summary of your project. Use the Language Support box in Activity 14 to help you.

17 Combine all the parts of the executive summary you have written and finalise it, *paying attention to its structure and style.*

Have you ...

- used formal language?
- given your project a title?
- given contact person information?
- presented the mission of your organisation?
- identified the main problem and your needs?
- described your project in brief?
- included expected results?
- stated the budget needed for your project?
- checked the grammar, spelling and punctuation?

18 Work in groups. Think about your joint research project and write an executive summary of a grant proposal in order to get funding.

Unit 5 Describing visual data

By the end of this unit you will be able to

- identify the features of descriptions of visual information
- refer to visuals
- interpret visuals
- write a short description of trends

Lesson 1 Visual information

Lead-in

1 Work in pairs and discuss the questions.

1 What visuals are usually used by scientists in your field to present data?
2 If you use visuals in research papers, do you use them extensively or only for certain aspects? Why? / Why not?

Types of visual

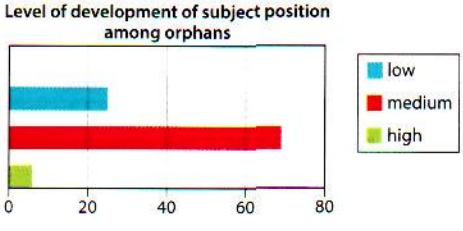
2 Match visuals 1–6 with illustrations a–f.

1 a histogram
2 a bar chart
3 a line graph
4 a table
5 a scatter plot
6 a pie chart

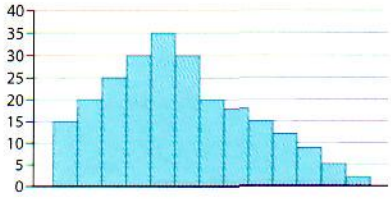
a _____

Tasks completed	Before experiment (%)	After experiment (%)
Bachelor's students	13.6	43.4
Master's students	15.7	87.6

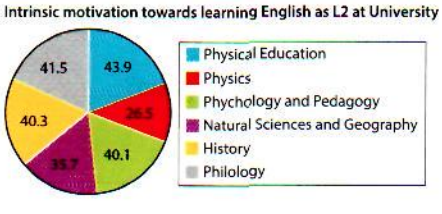
b _____



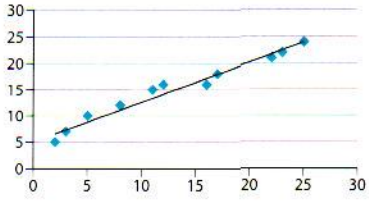
c _____



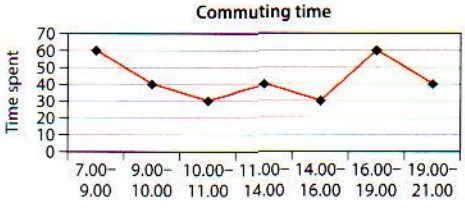
d _____



e _____



f _____



3 Match the types of visuals a–f with the purpose they are used for in academic texts.

a a histogram
b a bar chart
c a line graph
d a table
e a scatter plot
f a pie chart

1 A _____ is used to show exact numbers.
2 A _____ is used to display relations between items.
3 A _____ or _____ are used to show trends.
4 A _____ is used to show proportions of a whole.
5 A _____ is used to investigate the possible relationship between two variables that both relate to the same 'event'.

Features of descriptions of visual information

4 Work in pairs. Look at the histogram below and describe it. Do you know the percentage of women researchers in your country?

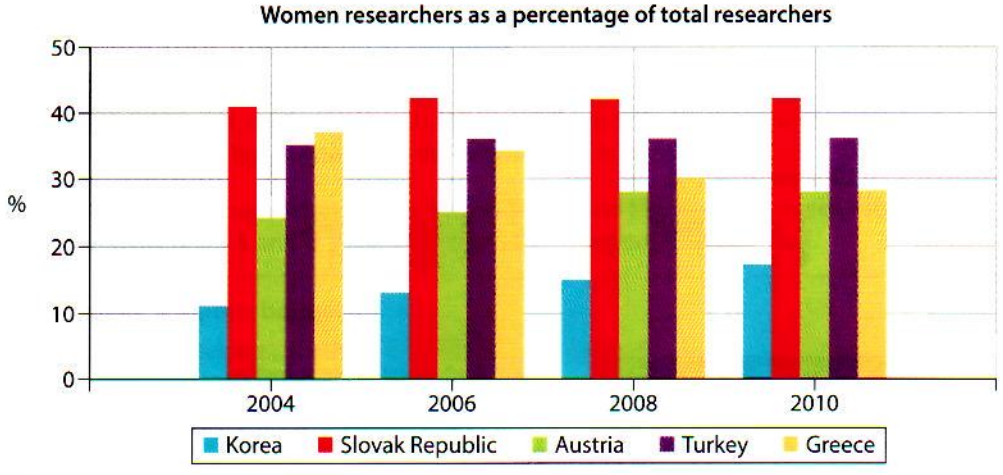


Figure 1. Women researchers as a percentage of total researchers.

5 Read the description below of the histogram. Which sentence (1–6):

a refers to specific information in the diagram? ___
b adds some details? ___
c summarises the main findings? ___
d makes a reference to the histogram? ___
e makes a prediction? ___
f introduces the main findings? ___

[1]The chart in Figure 1 shows the number of women researchers in five OECD countries. [2]The vertical Y-axis illustrates a percentage of female researchers; the horizontal X-axis presents a time period from 2004 to 2010. [3]It can be clearly seen that the figures for all countries has remained relatively stable with some fluctuations between approximately 11% in Korea in 2004 and 42% in the Slovak Republic in 2010. [4]It also demonstrates that in two of the countries, the number of female researchers has not changed. [5]In general, countries experienced no dramatic changes in the rates of women researchers. [6]If the trend continues, we may expect an overall increase in the number of women involved in research.

6 Complete the table with phrases from the description which are used to refer to visual information and to interpret it.

referring to a visual	interpreting a visual
The chart in Figure 1 shows ...	*... remained stable*

7 Read the phrases below. Say what they are used for in a description of visual information.

- As shown in (Figure 1, Table 2, etc.) ...
- The diagram outlines ...
- The figure above/below illustrates ...
- The pie chart represents ...
- The line graph depicts/indicates ...

8 Look again at Figure 1 in Activity 4. Complete each sentence below with the name of the country.

1 In _____, figures continued to rise slowly and reached almost 20% in 2010.
2 In _____ and _____, the trend remained almost unchanged at over 40% and 35% respectively.
3 _____ proved to be the country with the highest rate of women researchers, at approximately 41% in 2004 and 42% in 2010.
4 The rates in _____ were consistently the lowest, which is half of that of _____.
5 The figures for women researchers in _____ grew slowly from about 23% in 2004 and they stabilised at around 28% in 2008 and 2010.
6 Throughout the whole period, rates in _____ remained stable at around 25%, which put the country in a mid-position between Korea and the Slovak Republic and _____.
7 _____, however, appeared to be the only country with a steady downward trend, from approximately 35% of women researchers in 2004 to slightly less than 30% in 2010.

9 Add phrases to the description in Activity 8 which help to refer to visuals. Then underline phases which interpret visual information from the histogram.

Lesson 2 Writing about trends

Lead-in

1 Work in pairs and discuss these questions.

1 In which fields of study do researchers need to describe trends or changes?
2 What type of visual would you choose if you had to describe trends and changes in your field?

Basic trends

2 Study Figure 2 and say which type of visit to the UK is the most popular.

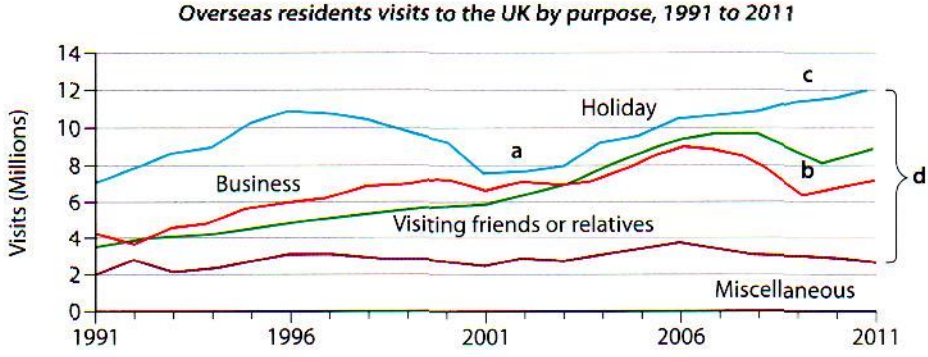


Figure 2. Overseas residents visits to the UK by purpose, 1991 to 2011

3 Read the description below and match sentences 1–4 to parts a–d in Figure 2.

This line graph in Figure 2 shows the number of overseas residents visits to the UK between 1991 and 2011. [1]As shown in the graph, there has been a gradual increase in visits. [2]However, there was a slight decline in 2001. It is obvious that visits for each of the main purposes of visit (holiday, business and to visit friends or relatives) all rose in 2011. [3]In 2011, the number of holiday visits grew by 2.9% to 12 million. [4]The number of visits to the UK for business and visiting friends or relatives fell between 2006 and 2010. These types of visit showed an increase in 2011.

4 In the text in Activity 3, underline words and phrases which describe trends. Find words and expressions with the same idea in the Language Support box.

Language Support: describing trends

There was a (very)	slight gradual steady considerable sharp dramatic rapid	increase growth rise decrease decline drop fall	*with a definite period of time*:
	noticeable considerable	fluctuation	from (*July*) to (*September*).
Results, prices, numbers, etc.	increased grew rose decreased declined dropped fell	insignificantly slightly gradually steadily sharply dramatically rapidly	during (*March*). between (*2005*) and (*2012*).
	fluctuated	considerably	

5 Rewrite sentences 1–4 from the text in Activity 3, using words/phrases from the Language Support box and the prompts below.

1 As shown in the graph, the number of visits has _____ _____ _____ .
2 However, they _____ _____ _____ in 2001.
3 In 2011, _____ _____ a 2.9% _____ to 12.0 million in the number of holiday visits.
4 Between 2006 and 2010 _____ _____ a _____ in the visits to the UK for business and visiting friends or relatives.

Writing a short description of trends

6 Look at the graph below, then complete the sentences. In some sentences, more than one answer is possible.

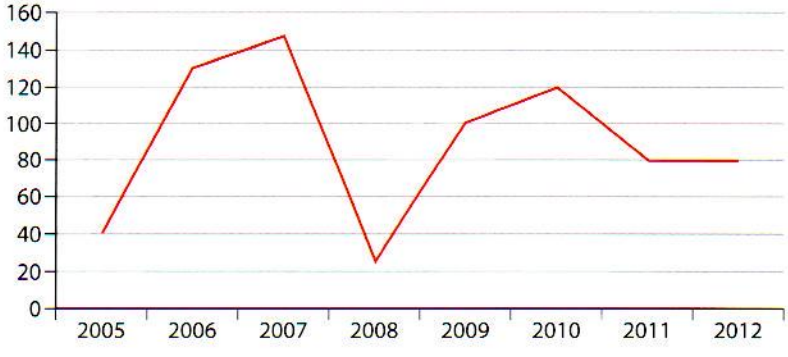


Figure 3. Articles submitted to international journals

The line graph in [1]_____ shows the number of [2]_____ submitted to different international journals by researchers from our institution [3]_____ 2005 and [4]_____. First, the number of articles [5]_____ sharply from 2005 [6]_____ 2006. Then, as you can see, it increased [7]_____ between 2006 and 2007. Clearly, the number of articles reached its peak in [8]_____. There was a sharp [9]_____ in 2008. After this, we experienced gradual [10]_____. From the middle of 2011, the number of articles remained [11]_____.

7 Make a diagram showing trends or changes, and describe it in 100–120 words.

8 Work in pairs. Take turns to listen to each other's description and draw it. Then compare your diagram with the original.

9 Read your partner's original description. Which of the following did they do?

- referred to relevant visual information in the diagram
- drew the reader's attention to the important features
- summarised the most important trends or changes
- used linking words to make the description coherent
- wrote the description in a formal style

Academic vocabulary

Abbreviations: n = noun / pl n = plural noun;
vi = intransitive verb; vt = transitive verb
adj = adjective; adv = adverb; conj = conjunction;
phr = phrase; phr v = phrasal verb;
abb = abbreviation.

A

abstract ***n*** (Reading, Unit 3, Lesson 1; Writing, Unit 3, Lesson 1) a shortened form of a speech, article, book, etc., giving only the most important facts or ideas

across disciplines ***phr*** (Listening, Unit 4, Lesson 2) in all disciplines

acknowledge ***vt*** (Reading, Unit 3, Lesson 3) to accept, admit or recognise something, or the truth or existence of something

address ***vt*** (Reading, Unit 2, Lesson 3) to give attention to or deal with a matter or problem

advance ***vt*** (Reading, Unit 2, Lesson 3) to go or move something forward, or to develop or improve something

applied ***adj*** (Reading, Unit 2, Lesson 3) relating to a subject of study, especially a science, that has a practical use, e.g. *pure and applied mathematics/science*

apply ***phr v*** (Listening, Unit 4, Lesson 4) to use something, for example, a law in a particular situation

apply for ***vt*** (Writing, Unit 1, Lesson 1) to request something, usually officially, especially in writing or sending a form

approximately ***adv*** (Writing, Unit 5, Lesson 1) more or less; not exactly

assess ***vt*** (Reading, Unit 3, Lesson 2) to judge or decide the amount, value, quality or importance of something

associated (with) ***adj*** (Writing, Unit 1, Lesson 3) be connected to

assume ***vi*** (Writing, Unit 2, Unit 3, Lesson 2) to think that something is likely to be true, although you have no proof

assumption ***n*** (Writing, Unit 3, Lesson 1) something that you think is true without having any proof

attempt ***vi*** (Listening, Unit 4, Lesson 1) to try to do something, especially something difficult

axis ***n*** (Writing, Unit 5, Lesson 1) a line or a graph used to show a position of a point

B

background ***n*** (Writing, Unit 3, Lesson 1) the situation that an event happens in, or things which have *happened in the past which affect it*

bar chart ***n*** (Writing, Unit 5, Lesson 1) a mathematical picture in which different amounts are represented by thin vertical or horizontal rectangles which have the same width but different heights or lengths

body ***n*** (Listening, Unit 4, Lesson 4) a large amount of something

C

call for papers ***phr*** (Reading, Unit 1, Lesson 2) a formal invitation to give a lecture or present new research at a conference

case study ***n*** (Listening, Unit 3, Lesson 2) a detailed account giving information about the development of a person, group, or thing, especially in order to show general principles

claim ***vi*** (Reading, Unit 3, Lesson 3; Writing, Unit 2, Lesson 1) 1. to say that something is true, although you have not proved it; 2. to say that you have done or achieved something

clarification ***n*** (Listening, Unit 3, Lesson 3) an explanation or more details that makes something clear or easier to understand

collaborate ***vi*** (Reading, Unit 2, Lesson 2) to work with someone else for a special purpose

combine (with) ***vt*** (Writing, Unit 4, Lesson 2) 1. to exist together, or to join together to make a single thing or group; 2. to do two activities at the same time

concise ***adj*** (Reading, Unit 1, Lesson 2) giving a lot of *information clearly in a few words*

conclusion ***n*** (Writing, Unit 1, Lesson 2; Unit 3, Lesson 1) the opinion you have after considering all the information about something

conduct ***vt*** (Reading, Unit 3, Lesson 3; Writing, Unit 1, Lesson 3; Unit 2, Lesson 1) to organise and perform a particular activity, e.g. an experiment

consistent ***adj*** (Reading, Unit 3, Lesson 3) always behaving or happening in a similar, especially positive, way

contribute ***vt*** (Writing, Unit 4, Lesson 2) to give something in order to provide or achieve something together with other people

correlation (between) ***n*** (Reading, Unit 3, Lesson 2) a connection or relationship between two or more facts, numbers, etc.

correspond ***vi*** (Writing, Unit 4, Lesson 1) to match or be similar or equal

credibility ***n*** (Reading, Unit 4, Lesson 2) the fact that something can be believed or trusted

criterion ***n*** often ***pl*** **criteria** (Reading, Unit 2, Lesson 2) a standard by which you judge, decide about or deal with something

critical ***adj*** (Reading, Unit 1, Lesson 3) of the greatest importance to the way things might happen

crucial ***adj*** (Reading, Unit 4, Lesson 1) extremely important or necessary

cutting edge ***adj*** (Reading, Unit 1, Lesson 1; Unit 2, Lesson 1) very modern and with all the newest features

D

data ***pl n*** (Writing, Unit 5, Lesson 1; Listening, Unit 4, Lesson 2) information from research or a **survey**

deadline ***n*** (Reading, Unit 1, Lesson 1) a time or day by which something must be done, e.g. *an abstract submission deadline*

decline ***vi*** (Writing Unit 5, Lesson 2) to become less, worse or lower

define ***vt*** (Listening, Unit 4, Lesson 1) to explain and describe the meaning and exact limits of something

degree ***n*** (Reading, Unit 1, Lesson 3; Unit 2, Lesson 1) a course of study at a college or university, or the qualification given to a student who has done this course, e.g. BA, MA, PhD, etc.

demonstrate ***vt/vi*** (Writing, Unit 2, Lesson 1) to show or prove that something exists or is true

digital pointer ***n*** (Listening, Unit 2, Lesson 2) an object you use to point at something that is using an electronic system that changes images into signals in the form of numbers before it stores them or sends them

dimension ***n*** (Listening, Unit 4, Lesson 1) a measurement of something in a particular direction, especially its height, length, or width

discipline ***n*** (Reading, Unit 2, Lesson 1) a particular area of study, especially a subject studied at a college or university

dissemination ***n*** (Reading, Unit 4, Lesson 2) spreading or giving out to a lot of people, e.g. *dissemination of research results*

E

e-conference ***n*** (Reading, Unit 1, Lesson 3) a conference held online

educational platform ***n*** (Reading, Unit 2, Lesson 2) web-based software designed to manage the organisation of a course of study

e-learning ***n*** (Reading, Unit 1, Lesson 1; Unit 2, Lesson 2; Listening, Unit 3, Lesson 2) learning done by studying at home, using computers and courses delivered via the Internet

emphasise ***vt*** (Reading, Unit 2, Lesson 3; Writing, Unit 2, Lesson 1; Speaking, Unit 2, Lesson 1) to make something clearer

empirical ***adj*** (Reading, Unit 3, Lesson 1) based on what is experienced or seen, rather than on theory

enhance ***vt*** (Writing, Unit 4, Lesson 1) to improve the quality, amount or strength of something

enrol ***vi*** (Reading, Unit 2, Lesson 2) to put yourself or someone else onto the official list of members of a course, college or group

equal opportunity ***n*** *often* ***pl*** **opportunities** (Reading, Unit 4, Lesson 1) the principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc.

escalate ***vi*** (Writing, Unit 3, Lesson 1) to become greater or more serious

ethics usually ***pl*** (Reading, Unit 4, Lesson 2) a system of accepted beliefs that control behaviour, e.g. *research ethics*

evidence ***n*** (Listening, Unit 4, Lesson 2) one or more reasons for believing that something is or is not true

executive summary ***n*** (Writing, Unit 4, Lesson 1) a document that gives the main points of a detailed report, usually provided at the beginning of the report

explore ***vt*** (Writing, Unit 3, Lesson 1; Unit 3, Lesson 2) to search and discover about something

express (*vt*) an opinion (Listening, Unit 3, Lesson 3) give one's opinion on something

extension lead ***n*** (Listening, Unit 2, Lesson 1) an extra wire used to take electricity to a piece of electrical equipment when it is an extra distance from the nearest socket

extensive ***adj*** (Writing, Unit 4, Lesson 1) covering a large area, having a great range

F

facilities ***pl n*** (Listening, Unit 1, Lesson 2, Unit 1, Lesson 3; Writing, Unit 4, Lesson 2; Reading, Unit 1, Lesson 2) the buildings, equipment and services provided for a particular purpose

feasibility ***n*** (Reading, Unit 4, Lesson 2) whether something can be made, done, or achieved, or is reasonable

feedback ***n*** (Listening, Unit 3, Lesson 4; Writing, Unit 1, Lesson 3) information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked

finding ***n*** *often* ***pl*** **findings** (Reading, Unit 3, Lesson 1) a piece (or pieces) of information that is discovered during an official examination of a problem, situation or object

forum ***n*** (Reading, Unit 1, Lesson 1; Unit 1, Lesson 3) a situation or meeting in which people can talk about a problem or matter especially of public interest, e.g. *an academic forum*

foster ***vi*** (Reading, Unit 1, Lesson 1; Unit 4, Lesson 1) to encourage the development or growth of ideas or feelings

funding ***n*** (Writing, Unit 4, Lesson 1; Unit 4, Lesson 2) money given by a government or an organisation for an event or activity

G

grant ***n*** (Reading, Unit 4, Lesson 1) an amount of money given especially by the government to a person or organisation for a special purpose, e.g. *a student/ research grant*

H

histogram ***n*** (Writing, Unit 5) a bar chart/graph

host organisation ***n*** (Reading, Unit 4, Lesson 2) institution that holds an event

Humanities ***n pl*** (Reading, Unit 2, Lesson 1) subjects such as literature, language, history and philosophy

hypothesis ***n pl*** **hypotheses** (Writing, Unit 3, Lesson 1; Listening, Unit 4, Lesson 2) a suggested explanation for something which has not yet been proved to be true

I

identify ***vt*** (Writing, Unit 4, Lesson 1) to recognise a problem, need or fact

illustrate ***vt*** (Writing, Unit 3, Lesson 1) to give more information or examples to explain or prove something

impact ***vt*** (Writing, Unit 3, Lesson 1) to have an effect on

implication ***n*** (Writing, Unit 3, Lesson 1) the effect that an action or a decision will have on something else in the future

implement ***vt*** (Writing, Unit 1, Lesson 3; Unit 4, Lesson 1) to start using a plan or system

increase ***vi*** (Writing, Unit 4, Lesson 1; Unit 5, Lesson 1) to become greater in size or larger in amount

indicate ***vt/vi*** (Writing, Unit 3, Lesson 1) to show, point, make clear

interaction ***n*** (Reading, Unit 1, Lesson 3; Unit 2, Lesson 1) when two or more people or things communicate with or react to each other, e.g. *interaction between students and the teacher*

interdisciplinary ***adj*** (Reading, Unit 1, Lesson 1) involving two or more different subjects or areas of knowledge, e.g. *interdisciplinary research*

interrelated ***adj*** (Writing, Unit 3, Lesson 1) connected in such a way that each thing has an effect on or depends on the other

invest ***vt*** (Writing, Unit 4, Lesson 1) to put money, effort, time, etc. into something to make a profit or get an advantage

J

journal ***n*** (Reading, Unit 3, Lesson 1) a serious magazine which is published regularly, usually about a specialist subject

K

keynote speaker ***n*** (Reading, Unit 1, Lesson 2) the person who gives the main presentation at a conference

L

launch ***n*** (Reading, Unit 2, Lesson 1) to begin something such as a plan or introduce something new such as a product

learning performance ***n*** (Listening, Unit 3, Lesson 2) how well a person learns

line graph ***n*** (Writing, Unit 5, Lesson 1) a drawing that uses lines to show how different pieces of information are related to each other

M

make an impact on/in ***phr*** (Reading, Unit 2, Lesson 2) have a powerful effect on a situation or person

make predictions ***phr*** (Writing, Unit 4, Lesson 2; Listening, Unit 1, Lesson 1) to make a statement about what you think will happen in the future

meet expectations ***phr*** (Reading, Unit 2, Lesson 1) satisfy standards or hopes

multidisciplinary ***adj*** (Reading, Unit 2, Lesson 3) relating to or involving people from different types of work or who have different types of knowledge

N

Natural Sciences ***n*** (Reading, Unit 2, Lesson 1) pure sciences such as biology, physics and chemistry

O

objective ***n*** (Writing, Unit 3, Lesson 1) something that you plan to do or achieve

object (of research) ***n*** (Listening, Unit 4, Lesson 2) a thing or a phenomenon that is researched

OSS ***abb*** (Reading, Unit 2, Lesson 2) open source software

outcome ***n*** (Writing, Unit 2, Lesson 2) a result or effect of an action, situation

overview ***n*** (Listening, Unit 4, Lesson 1) a short description of something that provides general information about it, but no details

P

panel ***n*** (Reading, Unit1, Lesson 2) a small group of people chosen to give advice, make a decision, or publicly discuss their opinions as entertainment, e.g. *a panel session*

peer review ***n*** (Reading, Unit 3, Lesson 1) a system in which people you work with report on your performance so that you and your managers know areas that you need to improve, or an occasion when this happens

persistent ***adj*** (Listening, Unit 3, Lesson 4) lasting for a long time or difficult to get rid of

pie chart ***n*** (Writing, Unit 5, Lesson 1) a circle divided into several parts to represent how the total amount of something is divided up

plenary ***adj*** (Reading, Unit 1, Lesson 3) describes a meeting at which all the members of a group or organisation are present, especially at a conference

plug in ***phr v*** (Listening, Unit 2, Lesson 1) to attach electrical equipment to a supply of electricity with a plug

predict ***vt/vi*** (Writing, Unit 3, Lesson 1) to say what you think will happen in the future

prediction ***n*** (Writing, Unit 3, Lesson 1) when you say what you think will happen in the future

project development ***n*** (Listening, Unit 3, Lesson 2) the process of creating a project

proposal ***n*** (Writing, Unit 1, Lesson 3; Unit 1, Lesson 4; Reading, Unit 1, Lesson 2) a suggestion, often a written one, e.g. *conference proposal*

propose ***vt/vi*** (Writing, Unit 4, Lesson 1) to offer or suggest a possible plan or action for other people to consider

Q

qualitative ***adj*** (of research) (Writing, Unit 3, Lesson 1) relating to how good something is, usually based on empirical data

query ***n*** (Writing, Unit 1, Lesson 3) a question about a situation or fact, often to someone in authority

questionnaire ***n*** (Reading, Unit 3, Lesson 2) a list of questions that several people are asked so that information can be collected about something

quote ***vt*** (Listening, Unit 4, Lesson 4) to repeat the words that someone else has said or written

R

reboot ***vt*** (Listening, Unit 2, Lesson 1) if you reboot a computer, or if a computer reboots, you switch it off and then switch it on again a short time later, especially in order to get rid of a problem or after you have put new software onto the computer

reliable ***adj*** (Reading, Unit 3, Lesson 3) something or someone that is reliable can be trusted or believed because they work or behave well in the way you expect

respondent ***n*** (Reading, Unit 2, Lesson 3; Unit 3, Lesson 3) a person who answers a request for information

review ***n*** (Reading, Unit 3, Lesson 1) the act of considering something again in order to make changes to it, give an opinion on it or study it

round table ***n*** (Reading, Unit 1, Lesson 3) *a round-table discussion/meeting* is one where people meet and talk in conditions of equality

S

scatter plot ***n*** (Writing, Unit 5, Lesson 1) a graph representing amounts on it, often with a line joining the points to show the pattern of the data

scientist ***n*** (Reading, Unit 2, Lesson 1; Unit 3, Lesson 2) an expert who studies or works in one of the natural sciences

school ***n*** (in higher education) (Reading, Unit 2, Lesson 1) a part of a college or university specialising in a particular subject or group of subjects

scholar ***n*** (Reading, Unit 1, Lesson 1) a person who studies a subject in great detail, especially at a university

scholarship ***n*** (Reading, Unit 2, Lesson 1; Unit 2, Lesson 3) an amount of money given by a school, college, university or other organisation to pay for the studies of a person with great ability but little money

session ***n*** (Reading, Unit 1, Lesson 1) a period of time or meeting arranged for a particular activity, e.g. *a conference session*

short-term ***adj*** (Writing, Unit 1, Lesson 4) relating to a short period of time

Social Sciences ***n pl*** (Reading, Unit 2, Lesson 3) the study of society and the way people live

state ***vi*** (Writing, Unit 1, Lesson 1; Unit 2, Lesson 1) to officially say or write something

statement ***n*** (Listening, Unit 1, Lesson 1; Unit 3, Lesson 2) something that someone says or writes officially, or an action done to express an opinion a thought or belief about something or someone

state-of-the-art ***adj*** (Reading, Unit 2, Lesson 3) very modern and using the most recent ideas and methods

strand ***n*** (Writing, Unit 3, Lesson 2) a continuous element, e.g. in a project

submit ***vt*** (Reading, Unit 1, Lesson 1) to give or offer something for a decision to be made by others

summer school ***vt*** (Reading, Unit 1, Lesson 3) an educational course that happens during the summer when other courses have finished

survey ***n*** (Reading, Unit 2, Lesson 3) an examination of opinions, behaviour, etc., made by asking people questions

sustained ***adj*** (Writing, Unit 3, Lesson 1) 1. continuing for a long time; 2. determined

T

technique ***n*** (Reading, Unit 2, Lesson 3) a way of doing an activity which needs skill

trait ***n*** (Writing, Unit 4, Lesson 2) a characteristic

trend ***n*** (Writing, Unit 3, Lesson 1; Unit 5, Lesson 1) a general development in a situation or in the way that people behave

U

utterance ***n*** (Listening, Unit 2, Lesson 1) something that someone says

V

variable ***n*** (Writing, Unit 5, Lesson 1) a number, amount, or situation that can change and affect something in different ways

variation ***n*** (Listening, Unit 3, Lesson 3) a change in amount or level

venue ***n*** (Reading, Unit 1, Lesson 2; Listening, Unit 2, Lesson 4) the place where a public event or meeting happens, e.g. *a conference venue*

virtual learning environment ***n*** (often abbreviated to VLE) (Reading, Unit 2, Lesson 2) see **educational platform**

visual ***n*** (Reading, Unit 1, Lesson 3) something that you are shown, such as a picture, film or map, in order to help you understand or remember information

visual ***adj*** (Writing, Unit 5, Lesson 1) related to seeing

W

webinar ***n*** (Reading, Unit 1, Lesson 3) an occasion when a group of people go online at the same time to study and discuss something

workshop ***n*** (Reading, Unit 1, Lesson 3) a meeting of people to discuss and/or perform practical work in a subject or activity

Acknowledgements

The British Council would like to express its sincere gratitude to the authors of the book for their dedication and professionalism:

Olga Bezzabotnova, Siberian Federal University, Krasnoyarsk
Svetlana Bogolepova, NRU Higher School of Economics, Moscow
Vasiliy Gorbachev, British Higher School of Art and Design, Moscow
Olga Groza, Siberian Federal University, Krasnoyarsk
Anisya Ivanova, Siberian Federal University, Krasnoyarsk
Tatiana Kuzmina, NRU Higher School of Economics, Moscow
Lyudmila Kuznetsova, St Petersburg State University
Tamara Oschepkova, Omsk State Pedagogical University
Irina Pervukhina, Ural State University of Economics
Ekaterina Shadrova, Vologda State University
Irina Shelenkova, Tambov State Technical University
Svetlana Suchkova, Samara State Aerospace University

The British Council would also like to extend its gratitude to the project consultant, Rod Bolitho, without whose unfailing support, commitment and expertise this book would not be possible.

The British Council would also like to thank all the Cambridge University Press editors and other staff who were involved in the process of the book's production.

The authors and publishers are grateful to the following contributors:

Kamae Design: text design and page make-up
Hart McLeod: audio recordings
Helen Forrest, Andrew Reid and Nicholas White: Freelance editorial services
Beth Burr: Cover illustration

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The publishers would like to thank the following illustrators:

Kamae Design: pp. 36, 163, 164, 166, 167
Tom Croft: pp. 72, 94

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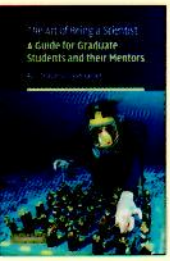
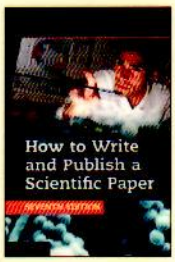


ISBN 978 0521 743525



ISBN 978 1107 020856

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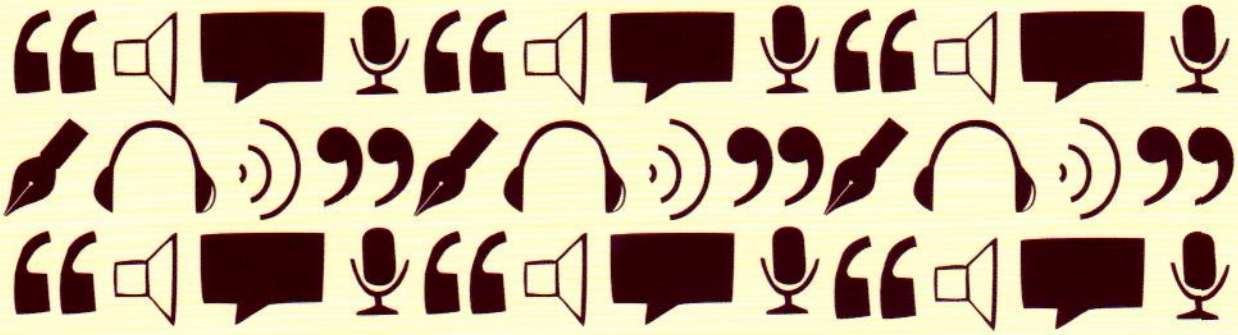

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Ekaterina Shadrova
Svetlana Suchkova

Project consultant: Rod Bolitho

A communication skills course for tutors, lecturers and PhD students

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CAMBRIDGE UNIVERSITY PRESS

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CAMBRIDGE
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University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781107435025

© Cambridge University Press and the British Council Russia 2015

First published 2015

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-10743502-5 Book with online audio

Additional resources for this publication at www.cambridge.org/elt/english-for-academics

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Introduction

Did you know that most communication in English around the world takes place between non-native speakers using English as a *lingua franca*? This is very often the case when academics communicate with each other within their specialisms.

If you are attending classes to improve your English in order to take part in international communication in your academic field, this coursebook is intended for you. It is the second in a two-part series and deals with topics and situations that you will find relevant and helpful, within these three broad areas:

- planning and taking part in international conferences and other academic events
- writing up your research for publication in international journals
- planning and delivering your teaching through the medium of English

To get started, you will need to have an intermediate level of English (equivalent to B1+ or B2 on the Common European Framework of Reference). In class time you will be involved in challenging tasks and interesting activities together with your fellow learners. But please remember that you will also need to make time to work outside class hours in order to make significant progress in English. In this way you will build both your competence and your confidence in using English in international academic contexts.

Be ready to experiment with your English. It doesn't matter if you make some mistakes – nobody is perfect!

Module 1

Organising and participating in academic events

In this module you will:

- develop your abilities to plan, participate in and manage academic events

Unit 1 Planning a conference

By the end of this unit you will be able to

- create a timeline for planning a conference
- discuss and come to an agreement about a theme, a title and submission guidelines for a conference
- write a call for papers
- talk about different presentation formats and past conference experiences

Lesson 1 A conference planning timeline

Lead-in

1 Work in pairs. Answer the questions and make some notes. Be ready to report your answers to the whole class.

1 When did you last attend a conference?
2 What were the good and bad points in your experience of that conference?

Listening

2 ⊙2 ***Listen and match the conversations (1–6) with what the speaker says (a–f).***

Conversation	
1	
2	
3	
4	
5	
6	

a He/She is disappointed because the actual speakers were different from those stated in the programme.
b He/She is dissatisfied with the sessions he/she attended.
c He/She likes the accommodation he/she is staying in.
d He/She is upset because it took him/her a long time to find the room he/she was presenting in.
e He/She finds the technical facilities very good.
f He/She liked the extra activities offered during the conference.

3 Work in pairs. Use the ideas from Activities 1 and 2 and make a list of things conference organisers should deal with in order to make a conference successful. Be ready to share your list with the whole class.

Reading

4 Read the stages of preparation for a conference (a–g) below and put them in the correct sequence.

1	2	3	4	5	6	7

Careful planning and organisation is the key to a successful conference. If you plan to host a conference, make sure the pre-conference planning period is long enough, or at least that you take into account all the stages listed below.

a

The third step will be choosing a theme and coming up with attractive objectives and a catchy title for your event. Hold a brainstorming session with your colleagues. Several heads are better than one!

b

At last, it is time to go public. Issue the call for papers. For a regional conference, you might prefer to send out two mailings: a flyer announcing the conference and the information pack containing the registration forms. Consider whether there will be on-site registration and when the deadline for cancellations is. Think about sending confirmation letters to registered participants.

c

Secondly, choose an appropriate date. Avoid dates during sporting events such as football games. Also, be aware of the winter break, mid-terms and finals. Check the calendar for major religious events and other holidays. Make a conference planning timeline and a checklist to help you to work on a day-to day basis throughout the organisation process.

d

Then, choose the venue and facilities. Find out if people can easily get to the location. It is also useful to know what other events are happening within the building that might detract from the conference. Find out if technical facilities and catering can be provided.

e

Firstly, consider your audience. When determining who your audience will be, approach some people you see as potential participants and elicit from them what types of issues, topics and programmes would be of interest to them. See it also as a good time to estimate the likely number of participants.

f

After the facilities have been chosen, start planning the programme. Decide what kind of and how many sessions you have time to offer. Prioritise to determine which topics would be better received and well attended. Nominate and contact facilitators.

g

Now you have a theme, it is time to establish a budget. Make a checklist of everything you will need – resources, rental, payments to support staff, catering, publicity material, conference programme, postage, speakers' expenses etc. Once you have arrived at a figure, you may need to approach potential sponsors to provide some of the finance you need. This budgeting exercise will also help you to set a registration fee for participants. This should be done at an early stage.

5 **Use the text in Activity 4 to fill in the table about the stages of preparation for a conference. Use only key words and/or short phrases.**

Stages	Things to consider	How to complete the stages
1 *Determine the audience*	*Types of interesting issues, topics, programmes, conference attendance*	*Approach potential participants, elicit types of issues, topics, programmes*
2		
3		
4		
5		
6		
7		

6 **Compare your notes in pairs and add to them if something important is missing.**

Language focus

7 **Match the verbs (1–7) with their objects (a–g) and check your answers by referring to the text in Activity 4.**

1 to host
2 to offer
3 to nominate
4 to approach
5 to set
6 to receive
7 to make

a a checklist
b someone for financial support
c a conference
d a topic
e a session
f a registration fee
g facilitators

8 **Use the phrases from Activity 7 to complete the sentences below. Change the form and word order if necessary. Use each phrase only once.**

1 Now, as we have decided on the list of events, let's move on to _____ for them.
2 As you all know, the Siberian Federal University is _____ on March 29th, aimed at discussing the problem of interdisciplinary studies in undergraduate programmes.
3 I suppose we could _____ on the economic aspects of blended learning within the framework of interdisciplinary studies.
4 I think we could _____ the Regional Education Department for _____.
5 I'm sure this _____ will _____ well by the potential audience.
6 We need to _____ that will cover our costs but is also affordable.
7 I suggest we _____ of things to do before issuing a conference announcement.

9 You are going to take part in a planning meeting for a conference. Use your completed table in Activity 5 to write questions for this meeting.

Action Plan Meeting Agenda

Meeting information

Objective: To develop an action plan

Date:

Time:

Location:

Agenda item	Questions to discuss
1 Audience	**a** types of issues / interesting e.g. *What types of issues would be interesting to the audience?* **b** people / attend e.g. *How many people are going to attend?*
2 Dates	**c** other events / happen / at the same time
3 Title	**d** theme and objectives / attractive **e** title / catchy
4 Financial support	**f** resources / need **g** potential sponsors / approach **h** registration fee / charge
5 Venue and facilities	**i** people / get to the location **j** other events / happen / in the building **k** technical facilities and catering / available
6 Programme	**l** sessions / offer **m** topics / better received by the audience **n** facilitators / be
7 Going public	**o** mailings / send out **p** on-site registration / there be

Speaking

10 *Match expressions a–j with their functions 1–7.*

a You know, that's exactly what I think.
b Let's hear what (*name*) has to say.
c I'm afraid I can't agree with you there.
d I'm absolutely certain ...
e All in all, we think that ...
f It will probably be ...
g It's impossible ...
h Are you sure ...?
i You are certainly right.
j I'm not sure we'll be able to ...

Language Support: discussions

1 Expressing certainty _____
2 Expressing probability _____
3 Expressing doubt _____
4 Expressing agreement _____
5 Expressing disagreement _____
6 Inviting someone to contribute to a discussion _____
7 Summing up _____

11 **Work in groups of three. Complete the conversation with phrases from Activity 10 and act it out.**

Catering facilities will be available between the 2nd and 7th of April.

A: (Express certainty.)
_____ catering facilities will be available between the 2nd and 7th of April.
B: (Express doubt.)
_____ Isn't the folk festival scheduled for the same week?
(Invite C to contribute to the discussion.)
_____
C: (Express probability.)
They normally hold the folk festival in early April so _____ in that week.
A: (Agree/disagree.)

12 **In groups of three, develop the statements below into exchanges of opinions as in Activity 11. Use phrases from Activity 10. Act the conversations out.**

1 Early February is a good time for a conference.
2 The issue of plagiarism will be of interest for both teachers and researchers.
3 The Regional Ministry for Science and Education should be approached for sponsorship.

13 **Work in groups of five or six. Your university is going to host an international conference on using technology for teaching undergraduate courses. Hold a planning meeting. Follow the steps below.**

1 Appoint a chairperson. Assign questions from the agenda (in Activity 9) to other members of the group.
2 Spend five minutes preparing for the meeting. Follow the instructions below. Use the language you learned in Activities 5, 7 and 10.

Chairperson: Think about what you are going to say when opening the meeting. Learn the phrases you might need during the discussion (see Activity 10). Be ready to sum up at the end what you have all agreed.

Participants: *Prepare your suggestions. Be ready to respond to your colleagues' suggestions.* Use the phrases you learned in Activity 10.

3 Discuss each item on the agenda (in Activity 9).
4 Listen to the chairperson summarising what has been agreed. If you disagree, politely offer your opinion.

Follow-up

14 Read about conference planning timelines and answer the questions.

1 What is a conference planning timeline, according to the text?
2 When creating this type of timeline, what does the author suggest starting with?
3 What technique is recommended to deal with especially important dates?

An effective conference or event planning timeline will keep everyone on track and ensure you do not miss any important deadlines. An event planning timeline is not just a long to-do list, *it is also a schedule of key tasks and dates that is clearly defined and easy to use.*

Start with the date of your event, and work backwards, assessing how long each task will take. As early as possible, get deadlines and due dates from venues and other suppliers, and incorporate them into your timeline. You can base other tasks around these dates.

Mark on your timeline the date when the call for papers is going to be issued. If you want to have a flyer, allow time for it to be printed. Don't forget about registration deadlines for speakers and delegates. Also, make a note of the date by which applicants will be informed if their proposals have been accepted or not. It is also necessary to fix the date when the conference programme will be sent to the participants.

Consider highlighting or colour-coding urgent or non-negotiable deadlines in your timeline to make them stand out from the others.

15 Develop a conference planning timeline based on your decisions in the simulation in Activity 13. You can work alone or in pairs or small groups. Bring your completed timeline to your next lesson.

CONFERENCE PLANNING TIMELINE

Task	Start date	Completion date
1	... weeks before the conference	... weeks before the conference
2		
3		
4		
5		
6		
7		
8		
9		
10		

Lesson 2 A call for papers

Lead-in

1 Look through the list of items that are normally included in a call for papers and tick the ones that are important for you. Compare your answers with other people's.

- ☐ keynote speakers
- ☐ website
- ☐ presentation formats
- ☐ venue
- ☐ contact details
- ☐ registration fee
- ☐ submission guidelines
- ☐ sponsorship
- ☐ conference dates
- ☐ selection criteria
- ☐ programme committee
- ☐ deadlines
- ☐ conference title
- ☐ subthemes
- ☐ working languages

Reading

2 Read this call for papers. Which items from the list in Activity 1 are mentioned in it?

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PROGRAMME FORMAT
There will be three plenary sessions:
The lecture in honour of the past Association President will be given by **Robert Hughes** (University of Glasgow, UK).
The two other invited speakers are **Angela Thompson** (University of Halle, Germany) and **Michele Cosenza** (University of Macerata, Italy).

In addition, there will be three types of sessions for which contributions are invited:
1) Presentations of a completed piece of research or research in progress. Each presenter is allotted 15 minutes for presenting, followed by 10 minutes for discussion, moderated by a chairperson.
2) Poster presentations. The poster (A0 format: 841 mm x 1189 mm) provides a visual presentation of the conducted research. There are 20 minutes for presenting, followed by 30 minutes of discussion, moderated by a chairperson.
3) Round tables, in which three or four participants present related papers around a particular theme. Presenters explain their research issue, and participants are invited to discuss this issue.

SUBMISSION OF PROPOSALS
Submissions should not include papers that have been published previously, presented at other conferences, or that are scheduled for other forthcoming conferences. Submissions must be no more than 2,500 words and should be prepared in accordance with the Research Paper Template. All conference proposals should be sent to the Programme Committee by **February 1st, 2016**. Proposals will be reviewed by the Conference Programme Committee. Decisions will be announced by **March 15th, 2016**. The text of the papers will be included in the *Conference Proceedings*, a hard copy of which will be available at the conference. Detailed submission guidelines are provided at www.conf2016.aep/info

The registration fee (£90) includes a hard copy of the *Conference Proceedings*, all lunches, refreshments during coffee breaks and one conference dinner.

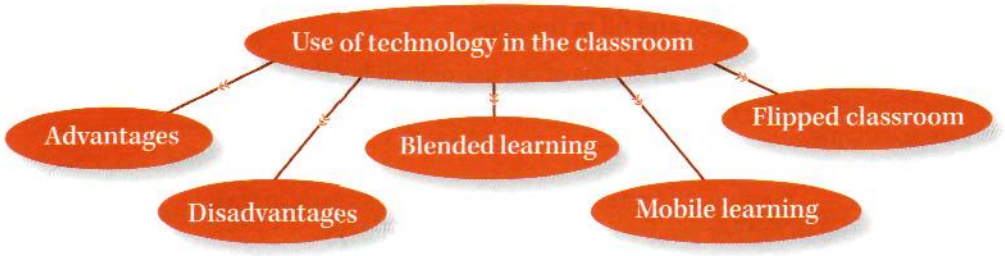
3 **Work in pairs. Discuss the questions below and be ready to share your ideas with the whole class.**

- Would you like to contribute to this conference? Why? / Why not?
- What features make a call for papers attractive to the target audience?

Language focus

4 **Look at the diagram of a conference theme and answer the questions.**

1 Would this theme interest you and your colleagues? Why? / Why not?
2 *What subthemes would you add to make it more attractive for you?*



5 **Work in pairs. Choose a theme from the list below and make a diagram (as in Activity 4) for it. You can add your own theme to the list and work on it.**

- Methods of research
- Different approaches to assessment
- Interdisciplinary education
- How to share research internationally
- How to develop students' research skills
- Your own theme

6 **Present your conference diagram from Activity 5 to your colleagues. Explain why you have chosen it, using as many of the adjective–noun phrases in the table below as possible.**

	problem	topic	theme	area	field	question	issue
a common	✓	✓	✓			✓	
a critical	✓	✓	✓	✓		✓	✓
a broad		✓	✓	✓	✓	✓	
the central	✓	✓	✓			✓	✓
a/the key		✓	✓	✓		✓	✓
the main	✓	✓	✓	✓		✓	✓
a major	✓	✓	✓	✓		✓	✓
a controversial		✓	✓	✓	✓	✓	✓
a sensitive		✓	✓	✓		✓	✓
a current		✓					✓

Environmental protection is a very broad theme. It includes numerous controversial areas of research, such as the reintroduction of endangered species.

Sex education and birth control are very sensitive topics that should be dealt with carefully.

Listening

7 3 **Listen to five short conversations that occurred while planning a conference and tick the functions you hear in each conversation.**

Function	Conversation				
	1	2	3	4	5
Expressing an opinion					
Asking for more detail					
Disagreeing politely					

8 3 ***Listen to the conversations again and fill in the gaps.***

1 Could you _____ and details of the use of mobile devices in the classroom for teaching and learning purposes?
2 As for the conference theme, _____ research than teaching methods.
3 I _____. Getting students involved in research as early in their career as possible is central to further progress in research methodology.
4 I _____ choose 'Sharpen Your Axe – Get the Professional Edge!' It's sure to attract attention.
5 That _____, but to be honest, it doesn't give any idea of what the event is about.
6 Now, we have to choose an appropriate date. I _____ November 20th because no major sports events are scheduled on that day.
7 But _____ our music festival is planned for that date.
8 The point about gathering financial support. Could you explain it _____?

9 Add expressions from Activity 8 to the Language Support boxes.

Language Support: expressing and supporting an opinion

It occurs to me that this topic is relevant for the following reasons ...
I find the topic of interest because ...

Language Support: asking for more detail

Can you be more specific about ... ?
It would be good if you could fill in some detail about ...

Language Support: disagreeing politely

I'm afraid I have to disagree on the point ...
I understand what you mean, but I really believe that ...

Speaking

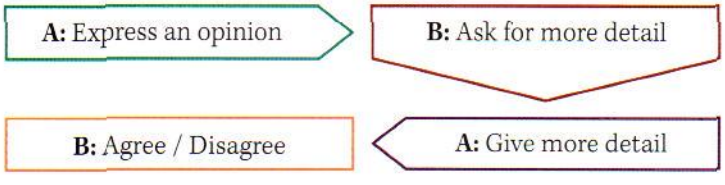
10 **Look at these conference titles (1–7) and say which criteria in the list below (a–d) they meet.**

1 Old and New Generations in the 21st Century: The Shifting Landscape of Education
2 Quality in Higher Education
3 E-merging Forum: Bringing Together Teachers of English
4 New Trends in Education and Their Implications
5 Rivers of Language – Rivers of Learning
6 Symmetry Breaking and Pattern Formation
7 TLE for ELT

A conference title should
a give enough information on the theme
b be appealing to the target audience
c be attention-grabbing
d be clear and concise

11 **Work in pairs. Think of a title for your conference. Follow the tips below.**

1 Look again at the diagrams you drew in Activity 5.
2 Brainstorm possible titles.
3 Discuss each title. Use the criteria listed in Activity 10.
4 While discussing each title, follow the flow chart below and use the Language Support boxes in Activity 9.



Writing

12 **Look at the highlighted phrases in the text in Activity 2. What grammar structure is used in them? Find other examples in the text. Why is this structure used in the text?**

13 **Work in pairs. Write submission guidelines for your conference (see Activity 11). Use the text in Activity 2 for help and the plan below.**

Submission Guidelines

All papers should be prepared and submitted according to the following guidelines:

1 Topics:
2 Presentation formats:
3 Length:
4 Information about the author:
5 Selection criteria:
6 Deadlines:
7 Other requirements:

Follow-up

14 Work in pairs. Produce a complete call for papers for the conference you have decided on in Activity 5. Follow the steps below.

1 If appropriate, start a blog (see www.blogger.com) or use any other way of electronic communication to discuss your document.
2 Use the example in Activity 2.
3 *Send your document to your colleagues for peer evaluation.*
4 Evaluate your colleagues' calls for papers. Use the checklist below:
   a The aim and the theme are clear.
   b Potential contributors can understand what they can submit, when and how to do it.
   c *Information about presentation formats is provided.*
   d It is clear who can be contacted if the participant has further questions.
5 If necessary, improve your document following the feedback you have received.
6 Submit your document to your teacher for assessment and feedback.

Lesson 3 Presentation formats

Lead-in

1 Work in pairs. Look at the table about presentation formats. In each of columns 2–6, two pieces of information are in the wrong place. Use your experience of academic conferences to find and correct them.

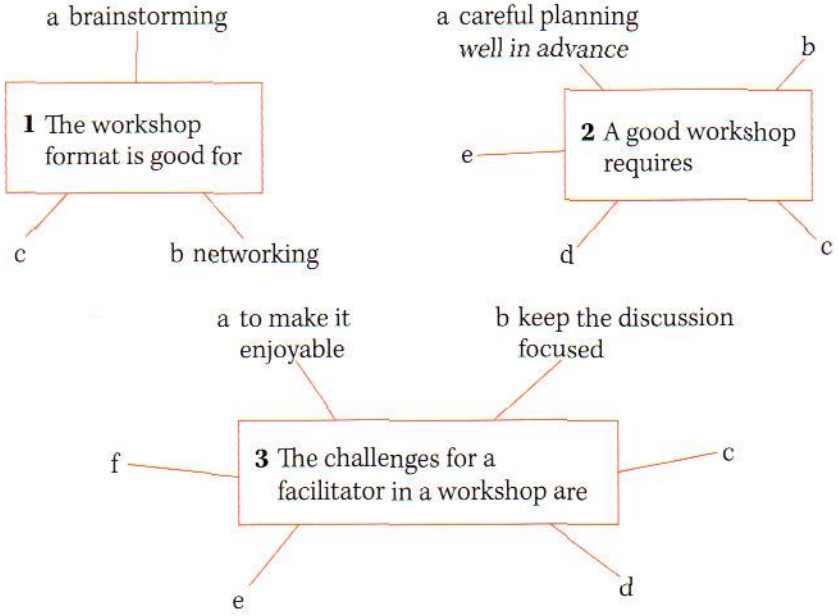
1	2	3	4	5	6
Presentation format	**How many speakers are there?**	**What is the focus?**	**How large is the audience?**	**What visuals are used, if any?**	**Other features**
Plenary session	All participants	The presenter's views on a broad topic	15–30	A PowerPoint presentation	It is given by a notable expert
Workshop	1 or 2	A summary of a research project	All the participants at an event	A PowerPoint presentation, handouts	It is interactive
Round-table discussion	Usually 1	A specific topic	15–30	Usually none	Short presentations are followed by a discussion
Panel discussion	2–5	Different speakers' views on a specific topic	Any	A poster	Participants are on equal terms
Poster presentation	1	Experiencing and discussing	Any	Usually none, possibly a PowerPoint presentation	Members of the audience read the poster and ask questions, the presenter answers

Listening

2 4 Listen to the first part of a conversation about workshops. Write *T* if the statements below are true according to the speakers, *F* if they are false and *NS* if it is not stated.

1 Josie (the first speaker) enjoys attending workshops.
2 Josie is going to facilitate a workshop.
3 According to Sarah, a workshop needs to be well planned.
4 Sarah thinks that the workshop format is useful for everybody who is involved.
5 Sarah is a very experienced facilitator.
6 According to Sarah, a good workshop can help to generate new ideas.
7 The workshop Sarah attended in Madrid helped her to establish important contacts.
8 Josie doesn't feel very confident about the workshop topic.
9 Both speakers agree that the main challenge for a workshop facilitator is to involve all participants.

3 ⊙5 **Listen to the second part of the conversation and complete the diagrams below. Compare your notes in pairs and add the missing information.**



Language focus

4 **Work in pairs. Read the extracts from Alan's description of his workshop and answer the questions about the numbered parts. Report your answers to your colleagues.**

... My first experience with facilitating workshops? Oh, it was a complete disaster. [1]Want to hear? OK. I had gathered that planning a workshop was a serious job. So, of course, I had put a lot of careful planning and creativity into it.

Unfortunately, the workshop had been over-publicised. [2]*Instead of the 10* to 15 attendees I had estimated, about 40 turned up! Oh, I thought, OK, I'll manage somehow ... I'll split them into smaller groups for discussion! But as the attendance had exceeded expectations they had to move the workshop to a bigger room, which had columns blocking the view for part of the audience.

[3]*So, I failed to create an appropriate atmosphere. As a result, some people* were too nervous to speak up in an unfamiliar group. I also failed to mix people up properly. So, people in the small groups were from the same institutions. They had nothing new to share!

To crown it all, the workshop was scheduled for after lunch. [4]As you know, for many people, it's the least productive time of day.

And finally, as often happens, there was one participant who first complimented me on my publications and then kept asking questions and interrupting me ... He was very well-meaning, but ... [5]I felt I was losing control! The other attendees ... I could see they were losing interest. [6]So, I decided to take back control – I stood up and talked for almost an hour. After the ordeal was over, a participant came up to me. 'Thank you for this most interesting lecture, Professor,' she said. 'Anyway, how do you propose to solve the problem?'

1. What is special about sentence 1? Is it acceptable?
2. Why are different verb forms used in sentence 2? Find more examples of this kind in the extracts.
3. Why is only the past simple used in sentence 3 and the four sentences after it?
4. Why is the present simple used in sentence 4?
5. Why are *felt* (the past simple) and *was losing* (the past continuous) used in sentence 5?
6. Why is the past simple used in sentence 6, not the past continuous as in sentence 5?

5 Choose the right option to complete these statements about the use of tenses in a story about past experiences.

1 We use the *past perfect / past simple* tense when it is important to show that one of the past actions happened before the other.
2 When several actions happened at the same period of time in the past we use the *past perfect / past simple* for all the verbs.
3 When we describe a completed action in the past, we use the *past continuous / past simple.*
4 When we describe an action that happened over a period of time and was not complete, we use the *past continuous / past simple.*

6 Put the verbs in brackets in the correct form.

It's important that panellists [1]_____ (*have*) a clear picture of how the discussion will go. Once I [2]_____ (*happen*) to attend a panel discussion which [3]_____ (*turn out*) to be a complete disaster just because the panellists [4]_____ (*receive*) conflicting instructions. Three out of the four panellists [5]_____ (*arrive*) with their slide shows. Only one of them [6]_____ (*prepare*) answers for questions. When that one person [7]_____ (*answer*) the first question, the next panellist [8]_____ (*ask*) to start her slide show. While she [9]_____ (*look for*) the slide she [10]_____ (*need*) the other two panellists had to take the questions. But they also [11]_____ (*rely*) on slides, so everybody was unhappy and embarrassed.

Speaking

7 Work in small groups. Discuss the questions below and report your answers to your colleagues.

1 How are the presentation formats in the table below similar? How do they differ?

Presentation format	Plenary session	Workshop	Round-table discussion	Panel discussion
Roles	Chairperson		Moderator	

2 Participants have to accept certain roles in these formats. What are they? Complete the table.
3 Which roles are similar?
4 Which roles do you think are the most challenging? Why?

8 Find phrases in 1–9 that perform the functions in the list on the right and write them under the appropriate heading.

1 I don't think we have enough interactive events on the programme. What do you think?
2 Why don't we have a workshop on blended teaching materials?
3 If we want people to change their practices, we need them to start practising. I would go for a workshop on blended teaching materials. Are you following me?
4 I see what you mean, but a workshop requires careful planning well in advance.
5 We could change a workshop on blended teaching materials for a round-table discussion.
6 We should definitely have a workshop on blended teaching materials.
7 It occurs to me that we won't be able to give a workshop as it requires a lot of creativity and careful planning. Does that make sense?
8 To me a workshop is the best format if we are really aiming at improving teaching practices.
9 I see your point. I agree we need to nominate a facilitator as soon as possible.

Expressing an opinion

.....

.....

.....

.....

Conceding a point

.....

.....

Making a suggestion

.....

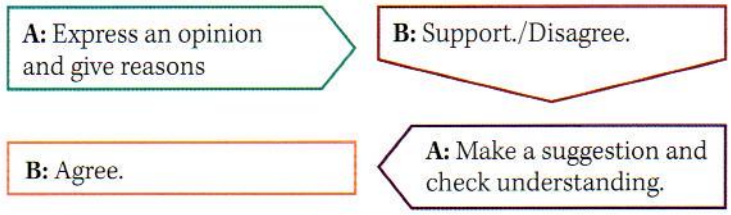
.....

Checking understanding

.....

.....

9 Work in pairs. Look again at the call for papers you produced in Activity 14 in Lesson 2 (see page 18). Add or exclude some presentation formats, or decide to leave them as they are. Follow the flow chart below.



Follow-up

10 Answer the questions about your experience of participating in various conference events. Be ready to share your answers with the whole class.

1 What presentation formats have you experience of using?
2 *Were you happy with the outcomes? Why? / Why not?*
3 How did you prepare?
4 What happened on the actual day of the event?
5 What lessons have you learned?

Unit 2 Q&A sessions

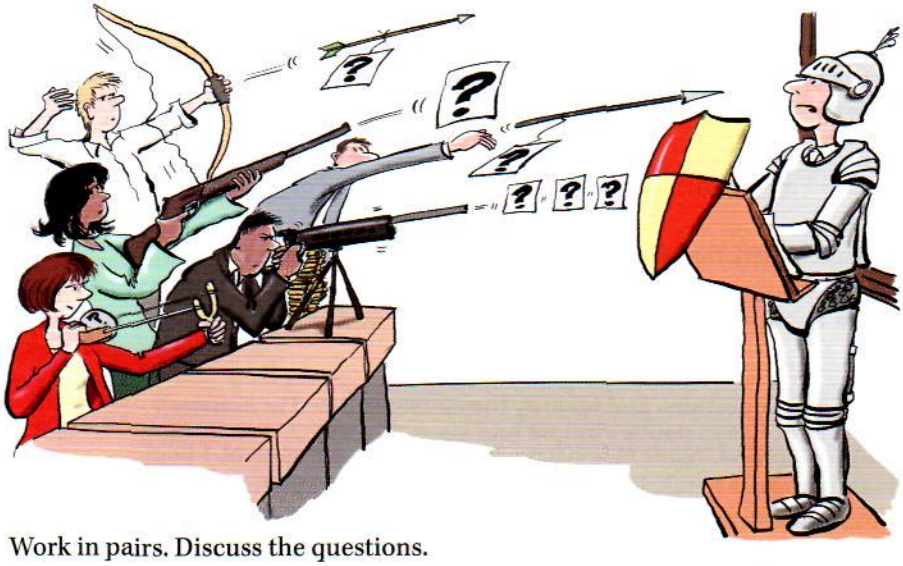
By the end of this unit you will be able to

- ask a presenter different types of questions
- respond to questions and comments using various strategies
- paraphrase questions
- summarise a speaker's ideas

Lesson 1 Asking questions

Lead-in

1 **Work in pairs. Look at the cartoon. What is its message? Do you agree with it?**



2 **Work in pairs. Discuss the questions.**

1 Have you ever taken part in a Q&A session?
2 Were you the presenter or were you in the audience?
3 Was it a success? Why? / Why not?

Listening

3 ⓞ6 **Listen to a summary of a presentation about activities that you can plan with digital devices. Cross out the activity which is NOT mentioned by the speaker.**

- practising content (maths, facts, spelling, etc.)
- accessing materials in different forms and sources
- assessing learners' performance
- producing joint work
- performing creative tasks

4 ⓞ7 **Listen to these comments and questions from participants after the presentation. Which do you think the presenter found easiest to deal with and which were the most difficult? Why?**

5 Match the types of questions and comments (1–4) with their descriptions (a–d).

1 wandering statement
2 clarifying question
3 probing question
4 irrelevant question

a a question to find out more detail by asking the presenter to go deeper and explain some background behind the theory
b a question which is not connected with the topic of the talk
c a question to check a concept, to make some point from the presentation clear or easier to understand
d a speech on the topic from one of the participants

6 ⊙7 Listen again to the questions and comments and identify their types.

Language focus

7 Match the sentences in the box (1–3) with the elements of a good question (a–c).

[1]Thank you for this very interesting presentation and sharing your experience. [2]You stated that the BYOD approach enhances learning results. [3]What evidence is there to support that?

1 _____ **2** _____ **3** _____

a the question
b acknowledgement (a kind remark that shows respect to the speaker to whom you are directing your question)
c context (clarification for the speaker and the audience members what your question is regarding)

8 Read these examples of good questions and identify the elements listed in Activity 7.

1 I appreciate your analysis of global trends in teachers' professional development. I fully agree with you that teachers have to talk less and teach less and give their students more opportunities to interact with each other. But I wonder how we convert our teachers into facilitators instead of taking on this role of always being at the front of the classroom. I have some ideas but I'd be interested in yours.
2 That was a very interesting presentation. You were talking earlier about the importance of needs analysis. Can you give me an example of the online tools that you used to survey the students in your target group?
3 Your presentation has started me thinking. You mentioned that only 10% of researchers in your country have publications in international scientific journals. Do you believe that the top-down methods that you are trying to implement would be the best way to guarantee positive changes?

9 **In Activities 7 and 8, find phrases for each element of a good question and add them to the Language Support box.**

Language Support: asking a good question

Acknowledgement: I would like to thank you for ...

Context: In your talk you described ...

Question: Could you specify ...?

10 **Put the words in the correct order to make questions.**

1 is / attitude to / What / blended learning? / your

2 if / wanted / research. / you / I / enough funding for / get / this kind of / to ask

3 your partners / institutions / Which / in / project? / were / this

4 see / your initiative? / the future / do / of / you / How

5 'flipped classroom'. / mean by / I'd like to / the term / what / to explain / you / ask you

6 to / this approach / subject area? / apply / you / any / Can

7 wonder if / conducted / provide / you / you / how / could / I / your needs analysis. / more details about

11 **Read the questions in Activity 10 again and identify which questions are direct and which are indirect.**

12 **Compare these two questions. How does the structure of the questions differ? Which is more polite?**

- What evidence is there to support that?
- Could you tell me what evidence there is to support that?

Language Support: indirect questions

I wonder / I was wondering ...
Could you tell me ...
Do you think ...
I wanted to ask / I'd like to ask ...
I'd like to know ...
Can you say ...

} *if* / question word + subject + verb

13 Work in pairs. Make these questions less direct. Use the expressions from the Language Support box in Activity 12. The first one has been done for you.

1 What tools did you use to collect statistical data?
I wanted to ask about the tools that you used to collect statistical data.
Can you say what tools you used to collect statistical data?
2 What is your attitude to the globalisation of education?
3 Where can we find your course online?
4 What challenges do educators face in your country?
5 Have you read about some similar research by Dr Jun Lui?
6 Can this approach be used in mixed-ability groups?
7 Have you got any experience in teaching a multinational group?

14 Ask the questions that would lead to the answers below. Use the verb in brackets in your question.

1 OK, here are the main points that I'll be covering. (*outline*)
2 Sure! A facilitator is someone who supports learning in different ways. (*define*)
3 Yes, a good example of facilitation is when a teacher probes and asks questions to get students to think more deeply. (*illustrate*)
4 Certainly. When I say 'flexibility', I mean that a facilitator should be ready to change their plan if it doesn't meet the needs of the group. (*clarify*)
5 Yes, I always stress the importance of equality in a discussion. The facilitator must identify signs of a developing hierarchy, should recognise all the members, but should not take sides in any developing debate. (*explain*)
6 Glad you asked that question! I believe facilitation is important in the classroom to create an environment of support, whether it's for a weekly one-hour group, or an intensive all-day process. (*justify*)

15 Work in pairs. Prepare questions about the content of this lesson. Use the ideas in the list below. Then ask your teacher the questions.

- the structure of a Q&A session
- the types and purposes of questions and comments from participants
- the structure of a good question
- the differences between direct and indirect questions

I wonder if it is possible to ask questions without the 'acknowledgement' element.

Follow-up

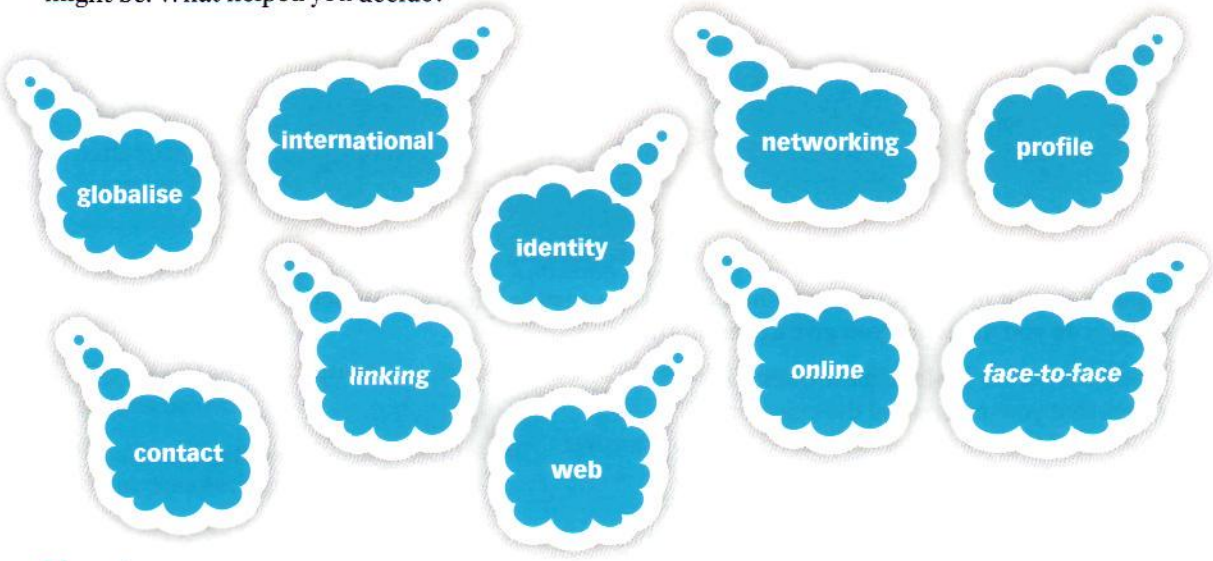
16 Find (e.g. on YouTube) and listen to a presentation related to your specialism. Note down the ideas you would like to ask the presenter about. Make a list of clarifying and probing questions. Use this checklist to evaluate your questions:

1 The questions are relevant to the talk.
2 All the elements of a good question are present.
3 The questions are polite.
4 The word order is correct.

Lesson 2 *Responding to questions and comments*

Lead-in

1 Read the words in the thought bubbles and decide what the topic of the presentation might be. What helped you decide?



Listening

2 8 Listen to these sentences from a talk. Underline the words which are stressed by the speaker.

1 In the course of discussion one thing came out, which I thought we should put on the table immediately.
2 This was something that most people didn't do, which I know many of my colleagues do.
3 I've got a website, Twitter and Facebook presence.
4 And what we noticed is that most teachers don't have this.
5 And what we also realised is that because they don't have it, they are losing their international presence and in the globalised world you can't do that.

3 Read extracts 1–3 from three questions. Predict the key words that are missing.

1

> I was teaching the middle group of the class – the students that could keep up with what we were doing – while I had a group of [1] _____ level students who were not [2] _____, and were [3] _____ with the content, and [4] _____ to move forward.

2

> You said that the [1] _____ that your students write is assessed. Can you provide a bit of [2] _____ about the way it's assessed? I'd be particularly interested to know what you use as the [3] _____ for actually [4] _____ the blog.

3

> In my classes I've had many difficulties with people texting their friends or even receiving [1] _____ [2] _____ during the lesson. How should I [3] _____ that? I've tried [4] _____ approaches but I still [5] _____ this problem.

4 ⊙ 9 **Listen to the extracts and check your predictions.**

5 ⊙ 10 **Listen to a Q&A session and complete the second column of the table with *C* for a clarifying question or *P* for a probing one (see Activity 5 on page 24).**

Question	Type of question	Presenter's strategies
1		
2		
3		
4		
5		
6		

6 Look at the list of strategies a presenter can use to answer questions. Which of these strategies do you use when you give a presentation?

1 credit the person for asking the question
2 check that you understand the question
3 check that the questioner is satisfied with your answer
4 avoid giving an answer
5 admit that you cannot answer the question
6 refer the questioner to another source of information
7 reformulate the question in your own words
8 answer the question

7 ⊙ 10 **Listen to the Q&A session again and identify the strategies in Activity 6 that the presenter uses to answer the questions. Complete the table in Activity 5 with the appropriate numbers (1–8). More than one number can be used for each question.**

Language focus

8 Match phrases a–g with strategies 1–8 in Activity 6. There is one strategy you do not need.

a Sorry, that's not my field. But I'm sure Dr (*name*) could answer your question.
I'm afraid I don't know the answer to your question but I'll try to find out for you.
I'm afraid I'm not in a position to answer that. Perhaps (*name*) could help.
b OK, let me just repeat your question so everybody can hear it.
If I could just rephrase your question ...
c Perhaps we could come back to that later.
I think the aim of this talk is to focus on ... rather than ...
I'd prefer to deal with that point later.
d *If you want to find out more, look on this website: ...*
The journal (*name*) is a very useful source of information about that.
e Are you asking if ...?
If I have understood you correctly, you mean ... Is that right?
Sorry, is your question about ...?
If I heard you correctly, you were asking ...
f *That was a great question.*
I'm glad you asked that question.
Thanks for highlighting this. You raise an interesting issue.
g Does this answer your question? Is that OK?

9 ⊙10 **Listen to the Q&A session again. Complete the sentences.**

1 I was hoping someone would _____ that _____.
2 That's a _____ question.
3 I'm not going to answer it in detail now because it's a _____ question.
4 I hope that _____ your _____.
5 _____ *question!*
6 Go to my _____.
7 Sorry, I'm not _____ whether I _____ your question correctly.
8 Could you hear that question at the back? This lady is _____ about our participants' _____ and career promotion.
9 Sorry, but I'll have to _____ back to that _____, perhaps during the _____ since we're _____ of time.

10 **Match each phrase in Activity 9 with a strategy in Activity 6.**

Listening

11 ⊙11 **Listen to five questions from different Q&A sessions and answer the questions below.**

1 What was the topic of each presentation?
2 What does each questioner want to know?

12 ⊙11 **Listen to the questions again, this time in the role of the presenter. Respond after the beep, using any strategy from Activity 8.**

Follow-up

13 **Prepare a short presentation about a topic you are interested in (e.g. your department, institution, research, a publication). Prepare no more than five slides for it. Use a tool such as PresentMe (https://present.me/content/) to record your presentation.**

Organise a Q&A session. Use different strategies to deal with the questions from the audience.

Lesson 3 Paraphrasing and summarising

Lead-in

1 Work in pairs. Say how you would respond as a presenter in the situations below.

1 The room is rather noisy and you cannot hear somebody's question.
2 You are asked a very interesting question but the time for your presentation is over.
3 Your research does not deal with the question you have been asked.
4 A member of the audience asks you a very long and complicated question and you don't understand it.

Language focus

2 Read this indirect question. What strategy would you use to respond to it? Why?

> I wonder if 10 students in the experimental group and 10 students in the control group would be sufficient to conclusively determine the connections that you have identified.

3 Read sentences 1–3 and write down the techniques the presenters have used to paraphrase the question in Activity 2.

1 You mean you're not sure whether the number of students in the experimental and control groups is enough for us to make the connections we've made.
2 What you are asking is whether 20 participants is enough to confirm the reliability of the links we are trying to establish. Am I right?
3 In other words, you doubt the fact that as few as 10 in both experimental and control groups would be enough to explain the trends that we've stated.

4 Match the paraphrasing techniques in Activity 3 with examples a–c below. Sometimes more than one answer is possible.

a I believe that the idea of a classroom being a social space is very important. → In other words, you are trying to emphasise the importance of the idea of a classroom as a social space.

b It is necessary for our teachers to make their classrooms as little as possible like conventional classrooms. → So, your point is about the need to make modern classrooms different from traditional ones.

c The price of concentration on integrated studies, with the attendant neglect of a disciplinary base, will be the risk of disqualification from desirable postgraduate school and job opportunities. → Are you saying that students graduating from an interdisciplinary programme will be at a disadvantage when it comes to getting a job or a place on a postgraduate course?

5 **Work in pairs. Read statements 1–4 and follow the steps below to paraphrase them.**

1 In my opinion, the **term** 'group dynamics' **differs** significantly from the term 'rapport'. Rapport is more about creating a **positive atmosphere** while group dynamics are the **product** of the rapport that you build.
2 Sessions **begin** with creating a **group sense**, a feeling of working towards the **same goal**. This makes learners want to **continue** working.
3 What components should be **added** to **existing** teacher education **programmes** in order to ensure they handle **heterogeneous** classes more **effectively**?
4 Do you mean that this **approach** is more **appropriate** for **adolescents** or can it be also used with more **mature** learners?

- Choose words close in meaning to the words in bold.
- Decide what grammatical structure you can use to simplify each sentence.
- *Paraphrase each sentence, using the expressions in the Language Support box.*

Language Support: paraphrasing

What you're saying/asking is ...
So, if I understand your question, you want to know ... Am I right?
So, your point is about ...
Can I just check if I understood what you said? You mean ...
In other words, ...

Listening

6 12 **Listen to the presentation 'Changing paradigms' and complete the notes below. Write only key words.**

Reasons for changes

_____

What causes problems?

_____

Features of the old system

_____

Presenter's suggestion

7 12 **Listen to the presentation again. Make notes of the points which you agree and disagree with.**

8 **Work in pairs. Make a list of clarifying and probing questions that you would like to ask the speaker. Present them to the whole group.**

9 **Read summaries A–C of the presentation in Activity 6. Choose the best one. Identify the features a good summary should have.**

A

The speaker mentioned two reasons for reforming public education. The first one is economic. It means that our task is to educate children to be able to live and work in the economies of the 21st century, but in his opinion, this is not easy.

The second reason is cultural, which means that educators want to pass on to children the cultural identity of their communities.

After that, the speaker presented his vision of the discrepancy between the existing system of education and what educators are trying to do now. In his opinion, the existing system was created for different purposes and for a different age, namely the age of the Industrial Revolution. The speaker gave some examples to prove that the organisation of schools is similar to that of factories. Due to this, children are taught in age groups and subjects are taught separately. The speaker used the analogy of a factory production line to characterise learning in schools.

In his view, drastic changes are required to meet the needs of modern learners and he calls it 'changing the paradigm'.

B

This was a very interesting presentation on how to reform public education. I quite agree with the reasons for reforming which the speaker mentioned, though I doubt that this can be explained by the fact that our system of education was designed for the time of the Industrial Revolution. On the whole, I believe it sounds quite reasonable that we should reconsider the system of education with a better understanding of modern learners' needs and learning styles.

C

The speaker started by mentioning economics and culture as the two main reasons for reforming public education. What he sees as the main reason for the problems in the existing education system is that it was designed for the age of the Industrial Revolution with the concepts of the Enlightenment in mind. The solution he offers is what he calls 'changing the paradigm', which means restructuring the system from one resembling a production line to one which caters for individual learners' needs.

Language focus

10 **Read the summaries in Activity 9 again and complete the Language Support box with more phrases.**

Language Support: summarising

At the beginning, _____, Next, Further, _____, Finally

The speaker pointed out / defined / assumed / _____

11 **Prepare a short summary of the presentation in Activity 13 in Lesson 2 of this unit (see page 29). Read someone else's summary and use this checklist to evaluate it.**

1 The summary is short.
2 It is logically structured.
3 The main idea of the talk is clear.
4 The speaker's words are properly paraphrased.

Follow-up

12 **Find (e.g. on YouTube) a presentation on a topic of interest to you and listen to it. Note down the main ideas. Prepare a summary of the presentation and present it to the class. Use the checklist from Activity 11 to evaluate each other's summaries.**

Unit 3 A round-table discussion

By the end of this unit you will be able to

- construct valid arguments
- evaluate and respond to arguments
- use appropriate language to manage a round-table discussion
- use appropriate language to participate in a round-table discussion

Lesson 1 Presenting arguments

Lead-in

1 Work in pairs. Discuss the questions.

1 Do you enjoy a good argument?
2 Why do you think people argue?
3 Which of the definitions below (a–b) gives the meaning of the word *argue* in academia and which gives its meaning in everyday life?
   a to give reasons to support or oppose an idea, opinion, etc.
   b to speak angrily to someone, telling them that you disagree with them

Reading

2 Read the text and complete notes 1–3.

An argument is an attempt to persuade someone by giving reasons. In critical thinking, an argument is a list of statements called reasons, supported by evidence and examples, and a conclusion. To provide an argument is to give reasons for accepting the conclusion. An argument usually begins with a statement of position, often called a thesis statement. Then the statement is backed up with reasons, evidence and examples. At the end, the position is restated or summed up in a conclusion.

Structure of an argument:

1 _____

2 a _____
b _____
c _____

3 _____

Listening

3 ⊙ 13 **Listen to an argument and say how many reasons and pieces of evidence are given.**

4 ⊙ 13 **Listen again and complete the notes. Compare your notes with a partner.**

Thesis statement: _____

Reason 1: _____

Evidence 1: _____

Reason 2: _____

Reason 3: _____

Conclusion: _____

5 ⊙ 14 **Listen to four arguments and add notes about the thesis statements and conclusions to the table. Write only key words.**

	Argument 1	Argument 2	Argument 3	Argument 4
Thesis statement	*Publications indispensable for academic career*			
Reasons			• • • *Have to give students tools for independent learning*	
Evidence and examples		*Only 4% finish course*		
Conclusion			*Have to be changes for us to be recognised worldwide*	

6 ⊙ 14 **Listen again and add notes about reasons, evidence and examples, if there are any, to the table in Activity 5.**

7 **Work in pairs. Compare your notes and complete the table in Activity 5 with any missing information.**

Language focus

8 ⊙ 15 **Listen to the extracts from the arguments in Activity 5 and complete them with words or phrases.**

1 The main _____ for this is that when you have publications, your rating becomes higher.
2 Another _____ is that the more you share your research with the public, the more ...
3 I wholeheartedly _____ that the approach to university education in my country should be reconsidered ...
4 _____, the approach to education here is highly theoretical.
5 There is plenty of _____ in the literature for the idea that hands-on experience enhances learning.
6 So, _____, there have to be changes in the system ...

9 Add the highlighted phrases in Activity 8 to one of the Language Support boxes below.

Language Support: making a thesis statement

In my opinion, ...
I'm sure that ...
It is my belief that ...
It could be argued/asserted that ...

_____

Language Support: providing evidence and examples

To support my point of view ...
To prove this statement ...
First of all ...
Not only ..., but also ...
Most recent research points to ...
Take for example (the case of) ...

_____ _____

_____ _____

Language Support: coming to conclusions

I should like to repeat once again that ...
To conclude, ...
Summing up, ...
On the whole, ...
Generally speaking, ...

_____

10 Match expressions 1–6 with definitions a–f.

1 tricks of the trade
2 to be at the forefront
3 to spoon-feed someone
4 to climb the professional ladder
5 to be up to speed with something
6 to be on good terms with

a to have a positive relationship with
b methods that help to do a job better or faster
c to give someone so much help that they have no opportunity to think independently
d to have all the latest information about something
e to move to a higher position at work
f to be in the most noticeable or important position

11 Substitute the underlined phrases with appropriate phrases from the box. Change the form where necessary.

to gain someone's respect	to miss a deadline	to build rapport	
to facilitate learning	subject matter	scientific discovery	to enrol for a course

1 It takes time to develop good relationships with students.
2 If you want to be a member of the course, contact the staff.
3 *You will drop out if you do not complete the tasks on time.*
4 In a university course, not only the contents of a subject, but also academic skills are taught.
5 This sequence of activities is aimed at making learning easier.
6 Effort is needed to win the esteem of students.
7 Nowadays, finding new information in science is a group achievement, not an individual one.

12 Work in pairs. Use your own ideas to complete the sentences.

1 To be on good terms with my students and build rapport, I ...
2 To be at the forefront of their field a university teacher has to ...
3 It's not a good idea to spoon-feed students, because ...
4 I keep up to speed with ... by ...
5 To climb the professional ladder, it is important for a researcher to ...
6 If students who enrol for my course miss deadlines, I ...
7 To facilitate learning, I use the following methods: firstly, ... , secondly, ...

Speaking

13 Plan your argument for one of the statements below. Write an outline as in Activity 4. Note down the language you need to complete the task.

1 Being aware of copyright laws is / is not important for academics.
2 Higher education should / should not collaborate with business and industry and develop life skills.
3 Being a university teacher means / doesn't mean having knowledge of only one area of study.
4 The use of technology affects / does not affect the quality of learning and teaching.

14 Work in pairs. Present your argument to your partner. Use the language from the Language Support boxes in Activity 9.

15 Agree or disagree with the ideas given by your partner, using the language from this lesson.

Follow-up

16 Work in pairs. Reword the thesis statements below to turn them into conclusions. Use phrases from the Language Support box 'coming to conclusions' on page 35.

1 It is my belief that any university teacher has to be a researcher.
2 Students ought to be given more choice and autonomy.
3 The teacher–student ratio is one of the factors that determine the quality of a university.

17 Work in pairs. Think of reasons, evidence and examples to support one of the *statements in Activity 16. Note them down.*

Lesson 2 Evaluating arguments

Lead-in

1 Read the quotations below. Do you agree with them? Why? / Why not? Which meaning of *argument* (everyday or academic) is used in each of them?

That's the beauty of argument: if you argue correctly, you're never wrong. (Christopher Buckley)
Argument cannot be answered with insults. Kindness is strength; anger blows out the lamp of the mind. (Robert G. Ingersoll)
What's all this love of arguing? No one ever convinces anyone else. (Leo Tolstoy)

Language focus

Tip:
'Logical relations' are relations between ideas that make a text connected.

2 Match logical relations 1–5 with extracts A–E.

1 cause and effect
2 comparison and contrast
3 addition and reinforcement
4 exemplification and evidence
5 time

A

The research has been criticised for several reasons. It used a sample that was not representative enough and the results were controversial. Moreover, the statistical analysis was found to be faulty.

B

Writing for academic publication requires effort and concentration. Consequently, if you concentrate on your paper every day, even for short periods, , your progress will be noticeable.

C

Initially, you will submit your paper and wait for a review. As soon as you get it, start correcting your paper, following the reviewer's suggestions.

D

The first step will be studying the recent publications in your field. It is important, in particular, to understand the content, focus, structure and style.

E

A panel discussion, like a round-table discussion, brings a number of people together to discuss a preassigned question. Unlike round-tables, panels have an audience who may also ask and discuss questions.

3 **Add the highlighted words in Activity 2 to the appropriate Language Support box below.**

Language Support: cause and effect

Cause		Effect
as	since	as a result
because (of)	due to (the fact that)	as a result of
therefore		thus
		so

Language Support: addition and reinforcement

additionally	besides	as well as
specifically	what is more	
especially	indeed	

Language Support: comparison and contrast

Comparison	Contrast
in the same way	by/in contrast
likewise	conversely
similarly	on the contrary

4 **Use a linking word or phrase from the Language Support boxes to connect the sentences in 1–4 logically.**

1 *In a round-table discussion participants do not make presentations or distribute* handouts. They are allowed to express their opinions for two or three minutes.
2 A paper is an oral presentation, supported by visual aids, by a speaker or a group of speakers . In a poster presentation the main emphasis is on the visuals.
3 Conference preparation takes a lot of time and effort. It requires someone with excellent organisational skills.
4 In the Conclusions section of an article you summarise the ideas and draw conclusions. At the end of a presentation it is necessary to cover the main points and make a summary.

5 **Work in pairs. Complete the sentences in a logical way.**

1 Since it is important for a teacher to build rapport with his or her students, ...
2 Rapid communications should not exceed 5,000 words. By contrast, ...
3 Distance-learning courses demand effort and commitment. As a result, ...
4 An abstract of an article outlines the methods and the outcomes of research. Likewise, a conclusion ...
5 Interdisciplinary education has to deal with a number of problems, specifically, ...

6 Write pairs of logically connected sentences, using prompts as in the example.

subject matter / research activities
Those students who are involved in scientific research demonstrate a deeper understanding of the subject matter. In contrast, those not participating in research activities may have difficulty realising how theory is put into practice.

1 build rapport / gain respect

_____

_____

2 publish or perish / climb a professional ladder

_____

_____

3 enrol for a course / scientific discovery

_____

_____

7 Work in pairs. Listen to your partner's sentences and say which logical relation he/she has expressed.

Reading

8 Rewrite these false statements to make a checklist for a good argument.

1 Some elements of the structure of an argument are omitted.

_____

2 All the parts of the argument are disconnected.

_____

3 There are some contradictory points.

_____

4 The evidence which is given is unreliable and irrelevant.

_____

5 The tone is emotional.

_____

9 Work in pairs. Read the arguments and evaluate them according to the criteria in Activity 8. (See Activity 2 on page 33 for the structure of an argument.)

A

Modern technologies certainly bring in lots of opportunities into our lives, but it cannot be denied that they have drawbacks as well as advantages. The first point to make is that technologies not only support but also inhibit learning. Let me illustrate this point with an example. Teachers, including those in my department, complain about the abuse of mobile devices in university classrooms and debate how to make students more focussed in class. Many students can't even concentrate outside class. But they successfully complete the work on my course using our university's learning management system.

This argument does not have a conclusion.
The parts are disconnected: the speaker starts discussing the drawbacks of technologies in learning, but then talks about students' concentration outside class.
There are some contradictory points: the speaker argues that students cannot concentrate because of technology, but then says that they successfully complete their work online.

B

The quality of research results in our field is not as high as it used to be, say, 30 years ago, and I'll explain why. There is pressure to be published. The time one can allow to prepare and carry out research, analyse the results and prepare a publication is quite short. Racing to meet deadlines, we omit important details. Modern technology helps to process data quickly. We have much larger bodies of data today. There is no time to be thorough and meticulous. The research is of lower quality.

C

From my point of view, plagiarism is one of the burning issues of today. Today, when technology has given us access to seemingly unlimited sources of data, plagiarism has become the norm. I hate to say it, but everyone plagiarises. Most of all, students. It seems 'copy-and-paste' is their favourite function. According to research, 70% of students' work contains plagiarism. Not only that, but academics do the same. A recent inspection in one of the universities revealed that History theses were more than 50% plagiarised! This shows no respect for copyright and the intellectual effort of others!

Speaking

10 **Read the Language Support box and write *A* next to the phrases that express agreement and *D* next to those expressing disagreement.**

Language Support: responding to arguments

1 That's exactly what I think.
2 I might agree with the point about ... , but ...
3 That's a good point.
4 I'm afraid I have to disagree on the point about ... and I feel compelled to say that ...
5 I totally agree.
6 I find it interesting that ... , but on the other hand ...

11 **Work in pairs. Decide how the arguments in Activity 9 can be improved. Consider both the language and the logical structure of each argument.**

12 **Work in groups. Report the improved arguments to another pair.**

13 **Evaluate your classmates' arguments according to the criteria in Activity 8. Respond to their arguments using the language from the Language Support box above.**

Follow-up

14 **Outline an argument on one of the topics below.**

- Participating in international conferences: is it worth the effort?
- Can all university teachers be at the forefront of their areas of interest?
- Teaching other subjects in English: a waste of time or an opportunity?

15 **Work in pairs. Present your argument to a partner.**

16 **Respond to your partner's argument using the expressions from the Language Support box.**

Lesson 3 Discussion matters

Lead-in

1 Have you ever participated in a round-table discussion? What was discussed? What roles did the participants have?

Language focus

2 Work in pairs. Choose the word in italics in each sentence that best suits an academic context.

1 The 'publish-or-perish' imperative shifts the *intensity / emphasis / strength* away from real teaching.
2 The 'publish-or-perish' system causes a lot of stress, not only to young academics, but also to more *established / advanced / settled* scholars.
3 Citations are intended to provide *indication / information / evidence* that publications are actually read.
4 Writing scholarly publications is a(n) *insistent / crucial / urgent* aspect of academic work.
5 Be ready to react as quickly as possible when required to make *modifications / repairs / amendments* to your publication.
6 This is a way to *maintain / retain / ascertain* communication with other researchers.

3 Paraphrase the underlined phrases, using language from Activity 2.

1 Are experienced academics under pressure to get published?
_____
2 Can you give any supporting facts for the argument that publications are a highly important feature of academic work? _____
3 What aspects of academic work move the focus from actual teaching?
_____
4 Do you usually have to make changes to your publications after reviewing?
_____
5 How do you keep in contact with colleagues abroad? _____

4 Work in pairs. Answer the paraphrased questions in Activity 3.

Reading

5 Identify the elements of the following arguments (see Activity 2 on page 33) and put them in the correct order.

Argument 1

a First of all, publishing is a way to maintain communication with other researchers. Research is not an individual effort today, as many institutions around the world are working on the same problem and have to share their knowledge to get important results.
b Secondly, universities demand publications from their employees. If you don't publish, you won't get a position.
c Writing scholarly publications is a crucial aspect of academic work.
d In short, publishing is crucial for research, your career and your own satisfaction.
e But that's not all. Academics are driven by intrinsic motives. They get satisfaction from writing for publication. (You know, it really happens!)

Argument 2

a Therefore, impact factors* are not reliable and can be manipulated.
b Finally, articles can be cited because they demonstrate research of low quality.
c Citation also has its issues.
d Some articles are cited without being read. They are so-called secondary citations.
e Citations provide evidence that publications are actually read. However, citations can include self-citations, that is reference to oneself, which can boost the citation rate.

*impact factor: a measure that shows the average number of citations of an article in an academic journal within a period of time

6 The sentences in Activities 2 and 3 are from a discussion. What was the topic of the discussion? What matters were being discussed?

Listening

7 16 **Listen to a round-table discussion and say if each statement is true or false.**

1 The moderator introduces the participants.
2 Dan does not agree with Ann about the importance of publications.
3 The moderator interrupts Dan because his answer is irrelevant.
4 Paul wants to be the first to answer the second question.
5 Dan agrees with Paul about the features of a good publication.
6 Dan and Ann have different views about the pressure to publish.
7 The moderator finishes the discussion by saying that academics should not publish.

8 Work in pairs. Put the words in the correct order to make expressions.

1 this? / your / on / What's / view _____
2 couldn't / more. / I / agree _____
3 but/ 're going to / to interrupt you, / we / that issue / later. / discuss / Sorry
_____
4 on / I / first / this? / come in / Can _____
5 I / exactly / see / That's / it. / how _____
6 the /back / to / of ... / Coming / issue _____
7 with/ afraid/ I have/ Dan./ I'm/ to agree _____

9 16 **Listen to the discussion again and check your answers in Activity 8.**

10 Match headings a–c with Language Support boxes 1–3.

a taking the initiative
b shifting the topic
c iinterrupting politely

Language Support: 1 _____

What you are saying is very interesting, but let's focus on the original topic.
I'd just like to say that ...
If I could just interrupt for a moment ...
_____

Language Support: 2 _____

I'd like to be the first to answer.
May I give you my opinion?
Can I chip in with an idea?
If I could just come in here.

_____

Language Support: 3 _____

Now let's turn to ...
Moving on, let us discuss the issue of ...
Let's focus on another aspect of ...

_____

11 **Add some of the expressions from Activity 8 to the appropriate Language Support box** *in Activity 10.*

Speaking

12 **Work in groups. Have a round-table discussion. Follow the steps below.**

1 Choose a topic for the round-table discussion. For example:
- participation in conferences
- preparing publications
- teaching other subjects in English.

2 Formulate the questions to discuss within the topic.
3 Choose the moderator.
4 Allow 7–10 minutes for:
- the participants to outline their answers to the questions
- the moderator to study the guidelines below and plan the discussion.

5 Have a round-table discussion. Use the expressions from the Language Support boxes.

Guidelines for the moderator

1 Welcome and introduce the participants.
2 Let everyone speak.
3 Interrupt politely if one of the participants speaks for a long time or does not stick to the topic.
4 Paraphrase or ask clarification questions if necessary.
5 Do not give evaluative judgements.
6 Do not answer your own questions.
7 Thank the participants for their contributions.
8 Summarise the discussion.

Follow-up

13 **Evaluate your participation in the round-table discussion, using the checklist below.**

	Never	From time to time	All the time
I contributed to the discussion.			
I was polite and did not interrupt unless a speaker had finished.			
I did not speak for long and I let others express their views. I reacted to what others said but was not defensive.			

Overall, I am *satisfied / dissatisfied* with my performance.

Next time I will *(choose the appropriate options)*

- provide more arguments and support them more strongly
- be more polite
- speak for a shorter time and listen to the opinions of others
- use more appropriate language for different functions
- do the same as I did in this session.

Unit 4 A panel discussion

By the end of this unit you will be able to

- prepare for, and take part in, a panel discussion as a moderator and panellist
- summarise what different people say in a panel discussion

Lesson 1 Preparing for a panel discussion

Lead-in

1 Work in pairs. Answer the questions and then discuss them as a whole class.

1 What is a panel discussion?
2 Have you ever taken part in a panel discussion? If yes, in what capacity?
3 Whose role, do you think, is more difficult: that of a panellist or a moderator? Why?

Listening

2 ⊙17 Listen to an extract from a podcast about moderators of panel discusssions and choose the statement that sums it up best. Give reasons for your choice.

a A panel moderator has a lot of responsibilities during the discussion.
b A good panel moderator is crucial to the success of a panel discussion.
c A panel moderator's job is to control everything during the discussion.

3 ⊙17 Listen again and fill in the gaps.

A moderator is expected to

1 set the _____ for both the panellists and the audience.
2 provide the _____ and coherence in the panel.
3 ensure _____ participation from the panellists.
4 make sure that the _____ in the audience have an opportunity to ask questions and get answers.
5 control the flow of the discussion, summarise the main ideas and link them together, so that the discussion has a sense of _____ and complete _____ of the topic.
6 _____ the time.

4 *Match skills 1–6 in Activity 3 with functions a–h below. More than one function can* be matched with each skill.

Skill 1 _____ Skill 4 _____
Skill 2 _____ Skill 5 _____
Skill 3 _____ Skill 6 _____

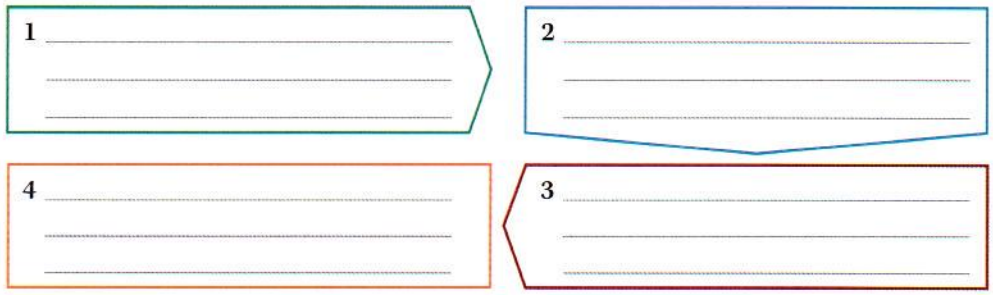
a opening an event
b explaining the focus of the discussion
c summing up a talk/discussion
d paraphrasing a question/statement
e interrupting politely
f directing the discussion
g keeping the discussion on track
h closing the event

5 18 **Listen to a second extract from the podcast and choose the correct option.**

The speaker talks about what she does to ensure success

a before the panel discussion
b during the panel discussion
c after the panel discussion
d in the course of the entire event.

6 18 **Listen again and complete the flow chart, showing the sequence of steps the speaker recommends.**



7 18 **Complete the questions the speaker asks her colleagues in order to prepare questions for the panel. Then listen and check your answers.**

1 Suppose you attended my panel, what points _____?
2 What do you think you might _____?
3 What do you think you'd like _____?
4 Here are some questions _____ our audience attendees would like to be addressed.
5 Is there something _____ to add?

Language focus

8 Compare these questions with those in Activity 7. What is the difference in the wording? What is the effect of this difference?

1 What points do you want to make?
2 What do you want to hear about from the experts?
3 What do you want to learn from them?
4 Here are some questions our audience attendees would like to be addressed.
5 Is there something you want to add?

9 Make these questions more tentative/hypothetical. Change the form of some words as necessary.

1 What do I need to do to ensure the success of my panel?
2 How does the topic of the panel fit into the conference theme?
3 What do you want to learn from the experts?
4 What sort of expertise can you offer?
5 How much time do you need to cover your point?

10 **Write definitions of the phrases below.**

1 to offer expertise _____
2 to make a point _____
3 to address questions _____
4 to put together a list _____
5 to get in touch with someone _____
6 to cover all the key points _____
7 to assume something _____
8 to let someone know _____
9 a series of questions _____
10 to make sure _____

11 **Use the phrases in Activity 11 to paraphrase the sentences below. Make other changes as necessary.**

Panellists are usually people who can [1]give expert opinions on the issues under discussion. It's important that you help them [2]to communicate with each other some time before the conference. Otherwise they might fail [3]to deal with all the main issues that you have on your list. It isn't wise [4]to think that even experienced panellists will be able to stick to the point while talking.

My advice is: identify potential attendees among your colleagues and ask them what [5]ideas they would like to talk about. This helps to decide what questions a panellist should [6]deal with. It takes time [7]to compile a list of questions for a discussion. When you have one, you are halfway to success.

Always [8]inform everyone in the panel about how it will go. And remember [9]to check that you know how the names of the panellists are pronounced. It is quite an issue in events with international participation.

Speaking

12 **Start preparing for your panel. Follow the steps below.**

1 Choose one of the subthemes that are on the diagram of your conference (see Activity 5 on page 15).
2 Go around your class and ask your classmates as potential attendees what questions they would like the experts in your panel to address. Ask tentative/hypothetical questions.

Follow-up

13 **Prepare for your panel. Follow the steps below.**

1 Research online the topic/subtheme you have chosen for your panel. See how it fits into the theme of the conference.
2 Identify three or four people in your class who might be useful on your panel as experts. Contact your panellists via email: explain the purpose of your writing and how the panel will work. With their help, put together a list of questions and a panel handout. (See Activity 7.)
3 Keep your list of questions and handout for Lesson 3.

Lesson 2 Summarising a discussion

Lead-in

1 Work in pairs. Discuss the questions and then share your thoughts with the whole class.

How is summarising from one source different from summarising from many sources?
How is summarising a written text different from summarising a spoken source?

Language focus

2 Add prefixes to words 1–6 so that they have the opposite meaning.

1 clear _____
2 acceptable _____
3 relevant _____
4 capable _____
5 resolvable _____
6 definite _____

3 Paraphrase sentences 1–5 using language from Activity 2.

1 It seems this problem cannot be solved.

_____

2 You have mentioned an issue that is not related to the topic.

_____

3 This objective is difficult to understand.

_____

4 And what about the students who don't have the ability to complete the task?

_____

5 We cannot accept such behaviour.

_____

4 Match the underlined expressions in the text with their equivalents a–g.

Though interdisciplinary education has [1]diverse benefits, I'd like to offer some [2]decisive arguments against it. Firstly, students are [3]deprived of the opportunity to study the [4]core subjects in depth. Secondly, students can't [5]sustain focus and they lose concentration. Lastly, there is [6]a certain reluctance among employers to hire graduates with double diplomas. To conclude, the problem of interdisciplinary education [7]deserves close attention, as there are some important issues that have to be considered.

a main disciplines
b a kind of unwillingness
c not given the chance
d is worthy of careful consideration
e keep their concentration
f various advantages
g clear counter-arguments

Listening

5 Work in pairs. Discuss the questions.

1 What are interdisciplinary studies?
2 What are the benefits of interdisciplinary studies, if any?
3 What is the general attitude to interdisciplinary studies in your institution?

6 **Read the steps for a 'welcome to a panel discussion'. What order would you put them in?**

a Introduction of the panellists.
b Explanation of the procedures and rules.
c Introduction of the first question to discuss.
d Greeting.
e Introduction of the topic.

7 19 **Listen to a moderator welcoming everybody to a panel discussion about interdisciplinary studies. In what order does she do the steps in Activity 6?**

8 **Work in pairs. Discuss what kind of language helps you identify that a problem is being discussed.**

9 20 **Listen to the first part of the panel discussion introduced in Activity 7. Read the description of it below and fill in the gaps with an appropriate word or a short phrase. Compare answers with a partner.**

Derek took the initiative and offered to speak first. He expressed the opinion that interdisciplinary studies cause [1] _____.

He listed the following issues:

- there are no clear [2] _____
- what is meant by 'connections between disciplines' is [3] _____
- no one says what the results [4] _____.

Ellie agreed, saying that [5] _____ are seen as unimportant and irrelevant. She also said that on these programmes it is impossible to [6] _____ the result.

Other speakers mentioned other problems, such as:

- high [7] _____
- teachers have to be borrowed from the [8] _____.

10 **Work in pairs. Make a list of the problems that interdisciplinary studies can cause.**

11 20 **Listen again and write down the expressions the speakers use for functions 1–3.**

1 to take the initiative and offer to answer
   a *Let me be the first to answer.*
   b _____
2 to check understanding
   a *Am I right in assuming that ...?*
   b _____
3 to refer to knowledge – your own or someone else's
   a *I'm very aware of what Derek is saying.*
   b _____

Speaking and Listening

12 Work in pairs. Make a list of phrases that can be used in a summary to do the following:

1 to describe what the speakers said
The first speaker stated that ... _____
He added/went on to say that ... _____
_____

2 to compare the speakers' opinions
The speakers agreed about/on/that ... _____
Nevertheless, they expressed different opinions about ... _____
_____

3 to draw a conclusion
Overall it can be concluded that ... _____
To summarise, ... _____
_____

13 Work in pairs. Orally summarise the discussion in Activity 9. Use your notes and the language from Activity 12. Follow the steps below.

1 Introduce the topic.
2 Outline the main ideas the speakers expressed.
3 Say what the speakers agreed or disagreed about.
4 Draw a conclusion.

14 ⊙21 Listen to the second part of the discussion and complete the notes below. Write only key words.

1 Examples of successful interdisciplinary communication:
a *the use of X-rays in genetics* _____
_____
b _____
2 Breakthroughs usually happen at _____
3 Interdisciplinary education develops the ability:
a _____
b _____
4 The moderator concludes by saying that interdisciplinary study is _____ but there are _____ about its use in undergraduate training.

Follow-up

15 Work in pairs. Orally summarise the whole discussion. Use the checklist below to evaluate your partner's performance.

1 The speaker followed the steps in Activity 13.
2 The speaker used the language from the unit.
3 The speaker did not express his or her opinion on the topic.
4 The speaker included all the necessary information from the discussion.

16 Find a discussion on the internet that is of interest to you. In class, summarise it to a partner.

Lesson 3 Closing effectively

Lead-in

1 Look through the list of common difficulties that may occur during question time in a panel discussion. Think of ways of handling them.

1 The questioner is not sure whether he/she can ask his/her question.
2 The questioner speaks in a low voice.
3 The questioner is sitting at the front and the people at the back can't hear him/her.
4 The questioner asks more than one question.
5 The question is complicated.
6 The answer is too long.
7 There are no questions.

Reading

2 Read the text and find some solutions to the problems listed in Activity 1.

It is very important that the audience know how questions will be handled by the facilitator. It is common practice that attendees simply raise their hands to let the moderator know that they have a question. To show a member of the audience that you are ready to take their question, make eye contact with them. After they have given their question, repeat it to make sure that everyone is following.

Sometimes people ask more than one question. Then you have to decide whether to take all of them or choose one. What you decide will depend largely on the time available. Look at your panel and ask who would like to take the question first.

Sometimes a question is not well structured. Then you need to paraphrase it. Offer your own understanding but ask the questioner to confirm that your paraphrase is right.

If an answer is long, it is useful to summarise it before taking another question.

Be prepared with some questions of your own in case the audience remains silent.

Speaking

3 Read the sentences below and identify the situation the moderator is dealing with.

[1]You're making some great points, John, [2]but we're pressed for time. [3]We'll come back to you if time permits.

4 Match functions a–c with the parts of the speech 1–3 in Activity 3.

a mentioning shortage of time
b suggesting another time/place
c showing appreciation

5 **In extracts 1–3 identify functions a–c in Activity 4.**

1

Thanks for those great ideas, John, but we need to watch the time. So, I'm going to ask Justin to give his point of view and then maybe you can meet some of the audience after the discussion to talk about this more.

2

That's such a great idea, it would be an interesting topic for a full panel discussion, but let's focus again on …

3

You offer an interesting new perspective, John. I'd like to look at it in more detail, but unfortunately our time is really limited. Let's hear what Justin has to say.

6 **Work in groups of four. Take turns to role play ways of interrupting a speaker.**

7 **Look through the 'To do' list below and tick the things you need to do to close a discussion effectively. Give reasons for your choices.**

1 summarise the main conclusions from the discussion
2 thank all the panellists for their expertise
3 hand out the evaluation sheets
4 thank the attendees for coming
5 direct the attendees to where the next sessions are
6 make some notes on what went well and what needed improvement
7 write a thank-you note to each panellist

8 ⊙ 22 **Listen to the moderator and tick the things in Activity 7 that she does .**

9 **Role play a panel discussion. Use the questions you prepared in Activity 13 in Lesson 1 of this unit (see page 47).**

Moderator: With your teacher, prepare the room for your panel. If necessary, hold a pre-panel meeting with the panellists.

Panellists: Review the questions for the panel and how you are going to respond.

Attendees: Study the panel handout and think of two to three questions. You might need to change or modify them depending on how the discussion goes.

Follow-up

10 Use this form to assess your performance as moderator.

Self-Evaluation Card for Moderator

	Yes/No
1 Organisation:	
– Was the room prepared well?	
2 Opening:	
– Did I say everything I needed to say?	
3 Handling the panel:	
– Did I manage the time effectively?	
– Did I summarise effectively?	
– Did I make sure that all the panellists participated equally?	
4 Question-taking:	
– Did I keep control effectively?	
– Did I ensure a smooth flow of questions and answers?	
5 Closing:	
– Did I say everything that was necessary?	

Module wrapping-up

1 You have finished Module 1. Congratulations! Reflect on the module and evaluate your progress. Read the statements in the table below and tick them if you agree with them.

Module 1	
I can create a timeline for a major academic event in English.	
I can write a call for papers in English.	
I can ask questions in English in a Q&A session.	
I can respond to questions in English in a Q&A session.	
I can paraphrase what I hear in English orally.	
I can summarise other speakers' ideas orally.	
I can construct a valid argument in English.	
I can respond to an argument in English	
I can manage a round-table discussion in English.	
I can manage a panel discussion.	

2 What do you need to improve further? Set yourself some goals for further development. Use the SMART principle: goals should be Specific, Measurable, Achievable, Realistic, Time-bound.

3 Share your responses to the module with the whole class.

Module 2

Writing for publication

In this module you will:

- write an article about your research
- select a journal for your article
- write a covering letter to the journal editor

Unit 1 Preparing to write

By the end of this unit you will be able to

- identify key information in guidelines for contributors to international journals
- compare and contrast information from guidelines for authors
- recognise the types and structure of academic articles
- choose a journal in which to publish an article
- prepare a title and abstract for an academic article in your own subject area

Lesson 1 Guidelines for authors

Lead-in

1 Read the statement below and fill in the gaps with the percentages that you think are possible. Say which group of researchers you belong to and explain why.

[1]_____ per cent of researchers prefer first to write an article and then edit it according to the guidelines for authors. However, [2]_____ per cent prefer to read the authors' guidelines first and then follow them when they write their manuscript for submission.

2 Read the quotation below. Do you agree with it? Why? / Why not? What might be in these instructions, do you think?

Careful preparation before starting to write will save you time and spare you frustration later on. In publishing, as in everything else in life, it pays TO READ THE INSTRUCTIONS. (Ann M. Körner)

Reading

2 Read Texts 1 and 2 quickly and tick the boxes in the table if they contain the information in 1–5. Ignore any words you don't know.

	Text 1	Text 2
1 Age of the journal		
2 Scope (the range of subjects covered by the journal)		
3 Audience		
4 Recommendations about the language		
5 Time from submission to publication		

Text 1

Network Science is a new journal for a new discipline – one using the network paradigm to inform research, methodology, and applications from many fields across the natural, social, engineering and informational sciences. The journal welcomes contributions from researchers in all relevant areas working on network theory, methods, and data.

Manuscript Preparation

Network Science is intended for a broad, interdisciplinary audience. Please avoid jargon and give adequate explanations of concepts and methods that may be unfamiliar to academic readers from different fields. However, please assume that our readers are familiar with introductory ideas in network science. It is not necessary in submissions to define terms such as *centrality*, *density* or *degree distribution*.

Length:

As an interdisciplinary journal, *Network Science* encourages articles from different fields that often have different publishing standards. In general, the length of an article should be between 20 and 40 pages, including footnotes and references, but the editors are open to exceptions if needed. We are not currently accepting book or software reviews.

Abstracts:

Abstracts should be no more than 200 words and should include the main aims of the paper, the methods and specific data source if applicable, and the conclusions. Please include up to 10 keywords that should accompany the article.

Text 2

Geological Magazine, established in 1864, is one of the oldest and best-known periodicals in the Earth Sciences. It publishes original papers, book reviews and rapid communications about all aspects of the geosciences. *Geological Magazine* has a particular strength in providing a niche for interdisciplinary papers on regional geology and Earth history that would be of interest to geologists from many different specialisms. Papers of any length are considered, provided that the length is justifiable.

The Editors welcome original, creative, high-quality contributions suitable for the journal's international readership. There are no page charges for papers published in *Geological Magazine*, though there is a charge for printing of colour images. Online reproduction of colour images is free of charge.

Original Articles

This category is intended for full-scale research studies that fit within the journal's scope. There is no page limit; however, papers should be as concise as clarity permits. They should include a summary of up to 250 words, accompanied by 4–7 keywords.

Rapid Communications
This category is designed for concisely written research reports for which rapid publication is considered desirable. Papers in this category should not exceed six printed pages of the journal (approximately 5,000-word equivalents), including an abstract of no more than 100 words, and 4–7 keywords. *Rapid Communications* will normally be published within six months of submission. To meet this schedule, authors will be required to make revisions with minimal delay.

Book Reviews
Book Reviews are published on selected books that fall within the journal's scope, on topics that the Book Review Editor considers to be of general interest to readers of *Geological Magazine*. *Book Reviews* are published by the invitation of the Book Review Editor and should not be submitted independently.

3 Read Texts 1 and 2 again. Focus on the main instructions for authors and complete the table.

Instructions	*Network Science*	*Geological Magazine*
1 Types of articles	• *Articles from different fields* • *No book reviews* •	
2 Article length		• *Original papers: no page limit* • *Rapid communications:* .....
3 Abstract length		
4 Manuscript preparation		*Not mentioned*
5 Submission procedure	*Not mentioned*	
6 Charges		

4 Work in pairs. What might be missing from Texts 1 and 2? Make a list of any additional information that authors may need in order to get their papers published in a journal.

Language focus

5 From Texts 1 and 2, make a list of words describing different elements of an academic article, e.g. *footnotes*.

6 Work in pairs. Say which of the elements from Activity 5 you always, often or never include in your articles. Give your reasons.

7 Match the words and phrases (1–11) with the ones that are similar in meaning (a–m). More than one match may be possible.

1 readers	**a** suitable for
2 journal	**b** summary
3 submissions	**c** area
4 *intended for*	**d** *readership*
5 contain	**e** periodical
6 field	**f** paper
7 abstract	**g** audience
8 article	**h** designed for
9 studies	**i** include
10 fit within	**j** contributions
11 applicable for/to	**k** fall within
	l specialism
	m research

8 Complete Text 3 with words from the box.

contains contributions editor intended to journal
paper readership research suited

Text 3

Teaching Physics is a long-established [1]_____, included in the Science Citation Index Expanded. It is a biannual, peer-reviewed periodical [2]_____ provide an overview of [3]_____ in physics education to its international [4]_____ of researchers and practitioners. Each issue [5]_____ articles on various aspects of teaching physics in universities.

We invite [6]_____ to any section in the journal. In the first instance, contributors are advised to contact the [7]_____ to discuss their proposed [8]_____ and the section for which it is best [9]_____.

Speaking

9 Work in pairs. Compare the information in Texts 1, 2 and 3. What new pieces of information for authors are mentioned in Text 3?

10 Work in groups. Find the similarities between *Network Science* (NS), *Geological Magazine* (GM) and *Teaching Physics* (TP). Report them to the class. Use the table in Activity 3 and expressions in the Language Support box below.

Language Support: comparison – similarity

Both NS and GM publish ...
TP and GM are similar regarding / with respect to / in terms of ...
NS, as well as GM, asks/requires ...
Like NS, GM accepts ...

11 Work in groups and note down the differences between *Network Science*, *Geological Magazine* and *Teaching Physics*. Compare your group findings with the whole class. Use the Language Support box below.

Language Support: comparison – contrast

NS is (*newer*) than GM, while/but GM is (*much better known*).
TP has a narrower focus than ...
Unlike NS, GM (publishes) ...
In comparison with TP, NS is very (*new*).
In contrast to NS, TP focuses on ...
The guidelines for GM contain advice about ... By contrast, nothing is said about it in (*NS*).
TP is (*more relevant to*) ... , whereas NS is aimed at ...
Although GM is (*more prominent*), NS ...

Listening

12 Work in pairs. Discuss which of the factors below may influence your choice of journal in which to publish your paper. Compare your views with another pair.

1 The scope and aims of the journal are relevant to your paper.
2 The journal provides open access to some articles.
3 The journal impact factor is reasonably high.
4 The page charges are low.
5 The time taken to accept or reject a paper is quite short.

13 ⊙ 23 Listen to a professor giving advice on how to choose a journal. Tick the factors in Activity 12 that he mentions.

14 ⊙ 23 Listen to the professor again and answer the questions below.

1 How many parts are there in his talk? What does each of them focus on?
2 How many points does he make in the last part of his talk?
3 How were you able to identify the number of points?

Follow-up

15 Look on the internet for journals in your own subject area and read their guidelines for authors. Report orally on what the guidelines require. Which journal would you like your article to be published in? Why?

Lesson 2 Article structure

Lead-in

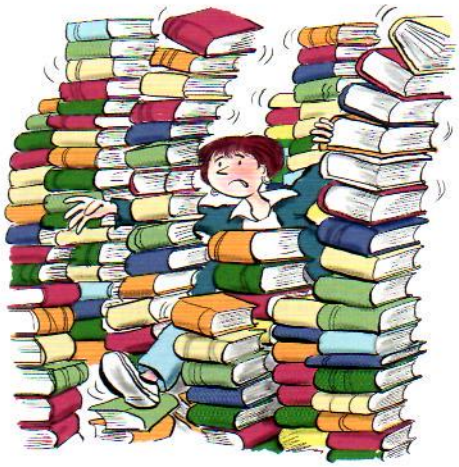
1 Work in two teams. Each team should find the best visual way to present the conventional structure of a research article.

2 Compare your visuals. Do they have the same sections?

Listening

3 ⊙24 Listen to a librarian talking about different academic publications and complete the first column of the table.

Types of article	Key words and phrases
1	
2	
3	
4	



4 ⊙24 Listen again. Complete the second column with the key words and phrases which help to identify each type of article.

5 Work in pairs. Discuss which types of articles you have submitted or are going to submit.

Reading

6 Read Text 1 (on page 62) and choose the most appropriate title for it from titles 1–4. Say what type of text it is.

1 The importance of newspapers in studying people's mental health
2 Recurring themes in newspaper reports on depression
3 Media representation of depression in young people
4 Newspaper coverage helps recognise symptoms of depression

Text 1

A_____ [1]Newspaper media are an important source of information regarding mental health and have a significant influence on people's awareness of mental health issues. [2]Depression in young people has seen increasing media attention in recent years, but few studies have examined media representation of mental health, specifically in young people. [3]The current study used a quantitative approach to examine the words used in reports concerning depression in young people, in Irish broadsheets, published between 2007 and 2011. [4]The aims of the study were to identify recurring themes in Irish newspaper reports on depression in young people, and to examine the textual patterns that are repeated in reporting these themes.

B_____ [5]A sample of 269 texts, containing 176 223 words, was collected from three Irish broadsheet newspapers, using the search terms 'depression' or 'depressed' or 'mental health' and 'youth' or 'young people'. [6]A corpus-based approach was used to examine word frequencies, clusters and keywords.

C_____ [7]The analysis (*identify*) textual patterns, suggesting recurring associations between youth depression and suicide, and, to a lesser extent, alcohol use and bullying. [8]Keywords relating to emotional distress and symptoms of depression (*be*) less frequent. [9]A focus on the role of the parents (*be*) also evident.

D_____ [10]The analysis suggests that media coverage of depression in young people accurately reflects concerns reported in surveys by young people, but provides less information that might help in recognising depression in a young person.

7 Match headings 1–4 with sections A–D of Text 1. Compare your answers in pairs.

1 Conclusions
2 Objectives
3 Method
4 Results

Language focus

8 Work in pairs. Answer the questions about Text 1.

1 Why is the present simple used in sentence 1?
2 Which phrase in sentence 2 indicates that the present perfect should be used?
3 Why did the authors use the past simple for sentences 3 and 4?
4 Which verb form is used to describe the methods of research? Why?
5 Which tense would you use for the verbs in brackets in sentences 7, 8 and 9? Why?
6 How are the tenses in section D different from that of the previous section? Why?

9 Choose words and expressions in Text 1 that you could use when describing your own research, e.g. *a quantitative approach.*

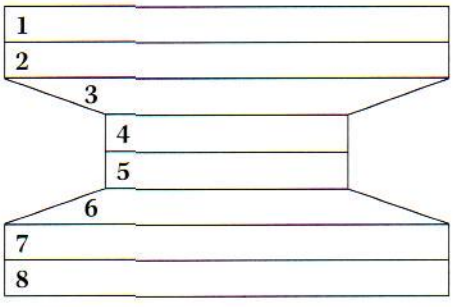
10 Write 3–4 sentences about your research using words and expressions you have chosen in Activity 9. Use appropriate verb forms.

11 Work in pairs. Exchange your descriptions. Has your partner

- used appropriate verb forms?
- used the words/expressions correctly?

Reading

12 Work in pairs. Put the headings for the sections of a good research article in the *diagram. Compare your answers with another pair.*



a References
b Discussion
c Title
d Materials and methods
e Introduction
f Results
g Conclusions
h Abstract

13 Match the sections of a research article (a–h) in Activity 12 with their purposes (1–8).

1 It summarises the research study and results of the study; it is included in article databases and is usually free to a large audience.
2 It describes both specific techniques and the overall experimental strategy used by researchers.
3 It clearly indicates the content of the article and helps interested readers to find the *article quickly in a database.*
4 It explains research findings and often deals with their applications.
5 It summarises the data collected and calculates totals or trends, statistically significant findings, etc.
6 It describes the theoretical background, indicates why the work is important, states a specific research question, and poses a specific hypothesis to be tested.
7 It states implications and recommends further research.
8 It lists the sources cited by the author(s) of the article.

14 Identify which section of a research article statements 1–8 come from. Write *I* (Introduction), *M* (Materials and methods), *R* (Results) or *D* (Discussion) next to them. The first one has been done for you.

1 We can suggest two reasons why some students persisted in their dislike of the technique. *D*
2 The search was limited to a five-year period from January 2007 to December 2011.
3 The frequency of use of the word 'children' is also noteworthy, considering that the search was targeted at reports concerning 'young people'. This suggests that children are increasingly being considered in discourse on depression and young people.
4 The average word length of the reports was 644.2 words (SD = 431.4)
5 All the articles were read and any article found not to be primarily about depression, specifically in young people, was excluded.
6 Despite great accessibility to information through the media, many people report difficulties finding relevant information on mental health.
7 Tables 2 and 3 highlight the frequent use of the words 'depression' and 'suicide' in the corpus.
8 Results suggest less emphasis in these Irish newspapers on the various symptoms (e.g. sleep problems, appetite issues) and treatment options available, which might make it difficult for parents to identify whether their child is depressed.

Speaking

15 Work in groups. Discuss the questions and exchange your opinions with the whole class.

1 Why does the article structure in Activity 12 have this kind of shape?
2 Is it a standard structure for research articles in your field?
3 Are there articles in your field with a structure different from the one in Activity 12? If so, how are they different?

Follow-up

16 Find an article in your own language and an article from an English-medium journal, both related to your research area. Compare the format and structure of both articles and note down the differences, if there are any. Be ready to report your findings in the next class.

Lesson 3 Titles and abstracts

Lead-in

1 Work in pairs. Discuss the questions.

1 When are you likely to write an abstract for an article: before you write your article, after you have written it or at the same time you write it? Why?
2 How long is an abstract in your field of research? What does its length depend on?
3 Which abstracts do you usually write: informative (they give the main results) or indicative (they only indicate what kind of research has been conducted)?

Reading

2 Read Text 1. Which of the kinds of information below does it include?

1 information about the specific place where the research was conducted
2 the number of surveys carried out
3 any negative results of the research project
4 a definition of the key term
5 information about different target groups
6 the need for further research
7 the practical implications of results

Text 1

[1]Reflection is a way of evaluating best practice and challenging existing norms, while at the same time considering our personal values and assumptions in our personal and professional lives. [2]However, many health practitioners may lack the skills to do this effectively. [3]Through participation in a series of three workshops, practitioners in the Radiation Medicine Programme at Princess Margaret Hospital have learned and acquired new skills [a]in order to encourage reflection and reflective practice in themselves and their colleagues as well as with their students. [4]A pre- and post-course survey was used [b]so that we could ascertain their level of knowledge of reflection and reflective practice. [5]An additional survey at 3 months assessed the frequency of use and ongoing comfort level with reflective practice. [6]Results of the evaluation indicate that the participants' knowledge of reflective practice has improved their understanding of reflection in clinical practice. [7]They recognise the importance of reflection and anticipate increasing their use of reflection in practice. [8]As well, participants have been able to sustain the positive momentum 3 months after the course was delivered.

ascertain: establish

anticipate: expect that something will happen

3 Compare Text 1 in Activity 2 with Text 1 in Activity 6 in Lesson 2 of this unit (see page 62). Tick the appropriate boxes in the table.

	Text 1 in Lesson 3	Text 1 in Lesson 2
1 The abstract is not longer than 200 words.		
2 The abstract contains background information.		
3 The abstract includes conclusions.		
4 Present tenses are used more than past tenses.		
5 Passive forms are frequently used.		

4 Identify the sentences (1–8) in Text 1 in Activity 2 that correspond to the elements of an abstract (a–e) below. Which element is not included in Text 1?

a background
b purpose of the study
c methodology of the study
d results
e conclusion or recommendation

Language focus

5 Read Text 2 and fill in the gaps with a suitable verb in the appropriate form.

Text 2

Grazing, or the uncontrolled, repetitive eating of small amounts of food [1] _____ (*recognise/realise*) increasingly as an important eating behaviour associated with obesity. In spite of the need for a better understanding of this eating behaviour for improved obesity treatment, currently there is no empirically validated measure to [2] _____ (*appreciate/assess*) grazing. Therefore, [c] to contribute to a better understanding of this relatively understudied eating pattern, a new self-report questionnaire of grazing [3] _____ (*elaborate/develop*) in this study. Questionnaire items were designed [d] to reflect previous empirical descriptions of grazing. A group of 248 university students [4] _____ (*complete/design*) the Grazing Questionnaire, other measures of eating-related behaviours and cognitions, and negative emotion. Sixty-two participants completed the Grazing Questionnaire a second time to calculate its temporal stability. Exploratory factor analysis [5] _____ (*contain/reveal*) a clear two-factor solution for the questionnaire, reflecting repetitive eating behaviour and a perception of loss of control. Scores on the Grazing Questionnaire were positively associated with other measures of disordered eating, especially with binge eating. Initial psychometric properties of the new questionnaire are promising. Future research [6] _____ (*need/want*) to examine the prevalence of this eating behaviour in more diverse populations, including those with binge eating disorder and obesity.

obesity: the state o being extremely fat

binge eating: eatin too much at one tir especially without being able to contr oneself

6 Read the highlighted phrases a–d in Texts 1 and 2. Answer the questions below.

1 Do these phrases express
  a cause? **b** effect? **c** purpose? **d** necessity?
2 Which structures are used in these phrases?
3 Where are these phrases placed in a sentence: before or after the main clause?
4 How does the structure of phrase b differ from the others?

Language Support: stating the purpose

In academic writing, research aims and objectives are commonly expressed with the help of infinitive phrases or clauses.

The aim of this study is/was to determine / to examine / to evaluate ...
To measure / To determine / To compare ..., ... was/were used.
In order to identify / to analyse / to understand ..., we ...
The experiment was conducted (in order) to find out ...
The survey was carried out so that we could discover ...

7 Correct the mistakes in the sentences. Use the Language Support box to help you.

1 For identify this metabolic product of yeast, glucose extracts were tested for their ability to stimulate acid secretion and gastrin release.
2 We tested children in pairs so that each child in the pair to observe visual illusions from different angles.
3 Laboratory experiments were carried out for us identifying the correlation between the two variables.
4 In order that we can investigate the effect of coffee consumption on hip fracture risk, a meta-analysis was conducted.
5 The purpose of this paper is proposing a model for the development of comprehensive assessments of older people and their carers.
6 For controlling these factors and investigating the relationship between risk and memory further, most of the remaining studies reported in this study use simulated driving in a laboratory setting.

Speaking

8 Work in pairs. Match article titles 1–5 with the types of title a–e. More than one match may be possible.

1 Mentoring Graduate Students in Teaching: The FCCIC Model
2 Encouraging Reflection: Do Professional Development Workshops Increase the Skill Level and Use of Reflection in Practice?
3 Creativity: A Review and Concept Analysis
4 Shifting the Goalposts: A Longitudinal Mixed-Methods Study of the Health of Long-Term Incapacity Benefit Recipients
5 Threats to the Running Water Ecosystems of the World

a titles that highlight a specific theme or focus following a general heading
b titles that emphasise the methodology used in the research
c titles that use rhetorical techniques (e.g. alliteration, allusion, metaphor)
d titles that contain a question
e titles that announce the general topic

9 **Work in pairs. Discuss what might be written in the articles under titles 1–4. Use the example to help you and the Language Support box.**

> **Language Support: expressing possibility**
> This article may focus on ...
> The purpose of the study might be ...
> In the introduction I might find ...
> The author(s) probably used (*methods*).
> The conclusions are likely to demonstrate that ...
> Perhaps/Maybe ...

1 Higher Education in Later Life: What is the Point?
2 Teaching More by Lecturing Less
3 Mind the Gap: Are Students Prepared for Higher Education?
4 Do Expectations Meet Reality? A Survey of Changes in First-Year Student Opinion

A: *What might the author mean by the question in the title?*
B: *Perhaps he or she considers why older people choose to do a university course.*
A: *What are you likely to find in the introduction to this article?*
B: *Well, it may be about ...*

Writing

10 **Think about an article you could write for an international journal. Write three or four titles of different types for it. Refer to Activity 8 for support.**

11 **Work in pairs. Read your partner's titles, identify their types and choose the best one. Use the criteria for conference titles in Activity 10 on page 17, which also apply to article titles.**

12 **Write a draft of your abstract (in 100–120 words). You can use the phrases below as support.**

- The present study investigates _____.
- We expected that _____.
- The method we applied involved _____.
- The results obtained show that _____.
- The study provides (strong) evidence that _____.

Follow-up

13 **Find three articles from your field of study on the internet. Analyse the article titles and complete the table.**

	1	2	3
1 How many words are used in the title?			
2 Is the title a noun phrase, a sentence or a question?			
3 Are nouns, adjectives and verbs capitalised?			
4 Are the keywords used in the title?			
5 Is it clear from the title what the article is about?			
6 Do you find this title appealing?			

Unit 2 Processing information

By the end of this unit you will be able to

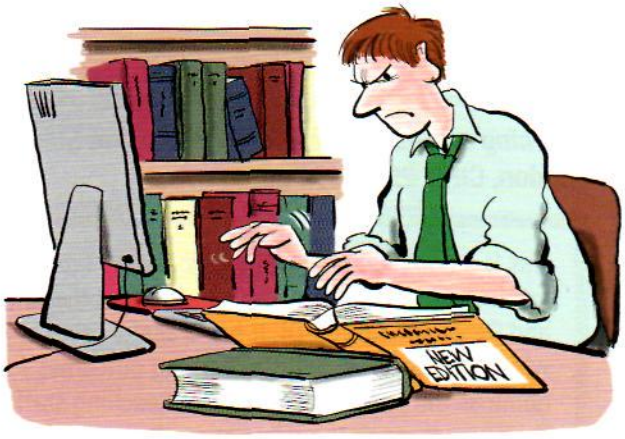
- critically assess and discuss information found in book reviews
- analyse literature reviews in academic articles
- identify and use the vocabulary of evaluation
- use paraphrasing techniques
- write summaries of information from articles
- identify different citation styles
- write a list of references following standard conventions

Lesson 1 Book reviews

Lead-in

1 Work in pairs. Answer the questions.

1 Do you regularly read reviews of books in your field?
2 In which ways might they be useful to you?
3 Have you ever written a book review? Was it positive or negative?



2 Look at the cartoon. How would you describe this person?

3 Read the definitions in the table and complete the first column with the correct word from the list.

critic criticism critique

	n. the act of stating that something is bad or could be improved
	n. a report of something, such as a person's work or ideas, that examines it and provides a judgement of it
	n. 1 someone who says that they do not approve of someone or something **2** someone whose job is to give their opinion about something

Reading

4 Read the book review below (Text 1). Add the main points in it to the diagram. Compare your answers in pairs.

Text 1

***Learning and Talent Development*, by Jim Stewart and Clare Rigg, London, CIPD, 2011, 378 pp.**

This is a book written specifically for the latest qualifications and human resources (HR) competency framework of the Chartered Institute of Personnel and Development (CIPD). It has a useful table at the beginning illustrating which chapters meet which learning outcomes from the module of the same name as the book. This helps both teaching staff and students to navigate their way through the relevant reading.

Much of the philosophy and approach of the book is very explicitly explored in the short overview of the introduction. This is welcomed as it clearly indicates the authors' thinking regarding the purposes of this book, at least of the terms 'learning', 'talent development' and 'human resource development'.

...

As with a previous book from the author Stewart, this book continues to maintain that easy-to-read style yet, at the same time drawing on a range of disciplines and often complex concepts. Tables are used to good effect to summarise ideas such as those of learning theory and learning styles. There are plenty of case illustrations and questions at the end of each chapter which can act as summarisers for the chapter or they can be developed into student-centred activities. The section on educational partnerships (part of Chapter 8), as it rightly states, is a growth area and one that is a foundation for many of the developments in work-based learning programmes. The critical questions within the chapter texts encourage readers to reflect on whether learning and development (L&D) practices or initiatives are always positive or 'good for' those who undertake them. ...

The last chapter on student projects was an interesting digression into research approaches and methodologies. As it is written in the same very clear and thoughtful style it is a welcome addition to the many texts on undertaking research and being attached to a book of this nature helps to highlight the importance of sound research in all HR subject areas. However, as a personal preference, a chapter that addressed international differences in learning or educational experiences would have also added an extra dimension to the text. It would have widened its audience too, to international students who may well be keen to gain CIPD membership but also need to see their perspectives addressed more often. This would also support or enhance the final conclusions about the importance of understanding learning processes. In addition there seemed to be little reference to organisations other than CIPD, of which there are a number nationally and internationally involved with L&D/HRD – The University Forum for HRD and International Federation of Training Organisations, for example.

Despite the comments in the preceding paragraph, this is still a book that is very welcome, well worth the wait since the 1999 text by Stewart and coming with a successful collaborative co-authorship.

digression: movement away from the main subject you are writing or talking about

5 Work in pairs. Read Text 1 again and answer the questions.

1 Which positive feature is mentioned twice by the reviewer?
2 What kind of information does the reviewer put in brackets? Why does she put it in brackets?
3 Which other publications does the reviewer refer to?
4 Why is the last chapter of the book called 'a digression'?
5 Where in Text 1 does the reviewer refer to or mention herself?

6 Read Text 2. Compare it with Text 1. Say if Texts 1 and 2 are generally neutral, positive or negative.

Text 2

Families in Today's World: A Comparative Approach

David Cheal. London, England: Routledge. 2006. 172 pages.

... In the preface David Cheal states that the goal of his book is to provide an international textbook and a way of thinking about the family globally. Due to the increased focus on the impact of globalization and diversity on families, this is an admirable goal. Unfortunately, in practice this lofty goal is not achieved.

First, the basic format of the text is not conducive to student engagement with the reading. As a textbook, the reading has no charts, graphs, or photos, and does not utilize the traditional textbook format of sidebars. Additionally, the text does not provide questions for students to consider while reading, or definitions of terms within the chapters, which makes the book less than user-friendly for students and would necessitate extensive defining of terms during valuable class time.

Second, the absence of theory and traditional sociological terminology poses a problem for sociology of the family educators. There are no theories in this text. Theory is an important component of sociology which distinguishes it as a social science. The traditional family theories are not present, making this book difficult to use as a primary text for the sociology of the family.

Lastly and most importantly however, there are problems with the global focus in general. Our concerns about the global focus arise for four reasons: the western focus, the lack of comparisons across cultures, the omission of cultural discussions, and the limited cultural examples. ...

Because of the importance of global discussions in the teaching of the sociology of the family we regret that we do not have more positive feelings towards this text. One potential option for educators who wish to bring a more global perspective on families to the classroom would be to use this text as a supplement to their own lectures, bringing some of the global examples to highlight theories they discuss in class. We applaud the author's initiative to move towards a global view of families and hope that this path is continued upon. However, simply put, this book provides neither the solid foundation expected of a primary text nor the engagement and story to be a supplementary reading text.

7 Compare the books reviewed in Texts 1 and 2. Complete the table.

	Learning and Talent Development	*Families in Today's World: A Comparative Approach*
Type		
Application		
Readership		
Features of contents		
Features of structure		

Language focus

8 Underline the phrases in Texts 1 and 2 which helped you decide on the reviewers' attitudes to the books reviewed.

9 Look at the highlighted adverbs in each text. What is their function?

10 Read the Language Support box below. Which two adverbs from Texts 1 and 2 can be added to it?

Language Support: sentence adverbs

Sentence adverbs allow writers to express their opinion indirectly, without mentioning themselves. A sentence adverb often starts a sentence and is followed by a comma.

Examples of sentence adverbs are: interestingly (enough), (not) surprisingly, obviously, supposedly, presumably, seemingly, _____, _____.

11 Here is part of Text 1 again. What makes it different from the rest of the review?

> However, as a personal preference, a chapter that addressed international differences in learning or educational experiences would have also added an extra dimension to the text. It would have widened its audience too, to international students who may well be keen to gain CIPD membership but also need to see their perspectives addressed more often. This would also support or enhance the final conclusions about the importance of understanding learning processes. In addition there seemed to be little reference to organisations other than CIPD, of which there are a number nationally and internationally involved with LD/HRD ...

12 Add six examples from the passage in Activity 11 to the Language Support box.

Language Support: hedging

Hedging is the use of cautious language – a feature of academic writing which involves *making one's statements less categorical or assertive.*

- **verbs:** believe, suggest, think, _____
- **some modal verbs:** can, could, might, _____, _____
- **use of comparative forms:** more acceptable (instead of *acceptable*), more common, _____
- **use of** _____ **and** ***few*** instead of *no, none, nothing*
- ***use of qualifying adjectives or adverbs:*** fairly, quite, slightly, almost, practically, etc.
- **modifying phrases:** from my point of view, some might say ..., one angle on this might be ... _____

13 **Read part of an article review written by a sociology student. Use the hedging techniques from the Language Support box to improve it.**

Professional skills and ethics, which so far have attracted no attention, are analysed in this article from a narrow perspective, which focuses on the job of an economist. However, the conclusions *of the author apply to any profession. The pace of development in society is fast in all spheres of* life, which creates a new system of standards and requirements. Thus, professionalism comes to be viewed through the lens of morality, which is a complex notion, difficult to define objectively. It is really impossible to use morality as a criterion in assessing the degree of professionalism of any employee.

Speaking

14 **Work in pairs. Follow the steps below.**

1 Think of a book or article in your professional field.
2 Prepare to describe it to your colleague. Use the Language Support boxes and the phrases you underlined in Activity 8.
3 Take turns to briefly describe the book or article and your opinion of it.
4 Ask each other questions about your reviews.

Follow-up

15 **Find on the internet two reviews of books in your area of specialism. Focus on both language and content and answer the questions below. Make notes on your findings and report them to the whole class.**

1 What features do these reviews have in common with the reviews in this lesson?
2 In what way(s) are they different?

Lesson 2 Literature reviews

Lead-in

1 Answer the questions.

1 Where in a journal article can you often find references to other authors' work?
2 Where are they unlikely to appear? Why?

Reading

2 Work in pairs. Look through Text 1 and guess the meaning of the highlighted words without using a dictionary. Be ready to report what helped you: the context, a similar word in your own language, association with another word with the same root or something else.

Text 1

Uncontrolled, Repetitive Eating of Small Amounts of Food or 'Grazing': Development and Evaluation of a New Measure of Atypical Eating

The increasing prevalence of obesity and associated health risks is a concern in many societies. Nevertheless, relatively little is known about the atypical or disordered eating patterns that may be associated with overweight and obesity (Carter & Jansen, 2012). Eating behaviours contributing to obesity appear to be heterogeneous, and many of them are not included among the criteria that define eating disorders in the *Diagnostic and Statistical Manual of Mental Disorders* (DSMIV- TR; American Psychiatric Association [APA], 2000). Descriptions of atypical eating behaviours associated with overweight and obesity include 'binge eating' (e.g., Darby, Hay, Mond, Rodgers & Owen, 2007), 'constant overeating' (Mitchell, Devlin, de Zwaan, Crow, & Peterson, 2008), 'picking' (Fairburn, 2008), 'grazing' (Saunders, 2004), 'betweenmeal snacking' (O'Connor, Jones, Connor, McMillan, & Ferguson, 2008), 'night eating' (Colles, Dixon, & O'Brien, 2007), and a general 'chaotic' and unstructured eating style (Hagan, Whitworth, & Moss, 1999). To date, binge eating has received the greatest amount of research attention among these overeating behaviours. The proposed diagnosis of Binge Eating Disorder (BED) in DSM-IV (APA, 2000) is defined by the presence of discrete binge-eating episodes that are characterised by an unusually large intake of food in a single sitting. These episodes are accompanied by a sense of a lack of control over eating, behavioural manifestations of a lack of control, and emotional distress. ...

3 Read Text 1 again and divide it into two paragraphs. Explain what helped you to decide where to divide it.

4 Work in pairs. Answer the questions about Text 1.

1 How do the authors state that their research is topical?
2 Why are the different kinds of atypical eating behaviours given here?
3 Which atypical eating behaviour do the authors choose to define in the text?
4 Is the defined atypical eating behaviour the focus of the article?

5 Decide which of the sentences below best summarises Text 1.

1 There are a lot of eating behaviours associated with obesity, many of which are not necessarily known or treated as eating disorders, unlike binge eating, which has been extensively studied.
2 Numerous attempts have been made to study obesity and the health risks connected with various eating behaviours, among which binge eating is the most researched.

6 Read Text 2. Match the highlighted words with their definitions (1–4).

1 long life
2 emotion
3 including different types of things
4 a person's husband or wife

Text 2

Emmons and Crumpler (2000) describe gratitude as a multifaceted relational concept encompassing emotion, attitude, behaviour and motivation. Focusing on emotion, Lazarus and Lazarus (1994) describe feelings of gratitude as the result of '*appreciating* an *altruistic* gift' (p. 118, emphasis in original) and highlight its relational context. Thus, feelings of gratitude arise from a perception that another person's actions are the reason for some benefit to oneself, and an appreciation of those actions and of the one responsible for them.

In a study of the effects of reflecting on experiences of gratitude, Emmons and McCullough (2003) reported increases in positive affect and life satisfaction and that these changes were also observed by participants' spouses or significant others. In a study exploring gratitude in marital relationships, Mikulincer et al. (2006, p. 209) concluded that gratitude contributes 'strength and longevity to romantic and marital relationships'. These findings suggest not only that the personal benefits of being grateful toward one's romantic partner are apparent to one's romantic partner but that being grateful also benefits one's romantic relationship.

7 Read Text 2 again. Say which words could be included in the title of this article.

Language focus

8 Complete the table with nouns corresponding to each verb. Compare your answers in pairs. If in doubt, consult a dictionary.

Verbs	Nouns
appreciate	*appreciation*
perceive	
contribute	
suggest	
explore	
observe	
reflect	

9 Fill in the gaps with a noun or a verb from Activity 8.

1 Of special interest is students' _____ of science and scientists: is their view of science, like the scientists' view of humanities, limited?
2 In its time, the French Revolution made an enormous _____ to human progress.
3 Newcomers bring their own interests and beliefs into the community, and they do not _____ or recognise the value of agricultural work.
4 The conclusions are based on empirical _____ ; most women and older children are actually quite as rational as most men while some men are actually less rational.
5 *Measures of poverty which are based on the family or the household as the unit of* measurement cannot accurately _____ the true extent of poverty among women.
6 There is the _____ that organic molecules arose elsewhere in the Universe, perhaps on dust particles in space, and were first carried to Earth on meteorites.

10 Read Text 2 again.

1 Write down the 'reporting verbs'. They are often used in summaries.
2 Which of the following verbs also belong to this group?
increase emphasise provide claim argue
perform indicate state conduct consider

11 Compare this paraphrase with the original text. Which techniques in the Language Support box has the writer used to produce the paraphrase?

Paraphrase: The importance of Information and Communication Technology (ICT) as a tool in developing English language learners' communicative competence can hardly be overestimated.

Original: There is hardly anyone who would question the fact that Information and Communication Technology (ICT) plays an important role in developing the skills and knowledge learners need to communicate effectively in the English language.

Language Support: paraphrasing and summarising

A literature review is a brief overview of what has been written on your topic. In it you summarise other authors' ideas – you present them in a condensed form. To do this effectively, without plagiarising*, you need to paraphrase.

Paraphrasing is describing the ideas of others in your own words. When paraphrasing, you can

- use only the key words of the original
- use words similar in meaning to those of the original text
- change parts of speech, e.g. *agree* > *agreement*
- change the order of words or sentences
- use grammatical structures and vocabulary which are different from those in the original
- combine sentences.

*plagiarising – using ideas and/or words from other authors' works without acknowledging the source.

12 **Write paraphrases of the following extracts. Use the guidelines from the Language Support box and reporting verbs from Activity 10.**

> **Tip:**
> Don't forget to use the authors' names in your paraphrases.

A

> One potential option for educators who wish to bring a more global perspective on families to the classroom would be to use this text as a supplement to their own lectures bringing some of the global examples to highlight theories they discuss in class. (P.R. Koch, D.H. Swanson)

B

> The analysis of recently published course books revealed that the majority of their authors tend to overlook the potential of the Internet in teaching specialist English. Such materials fail to respond in this respect to the requirements of the modern world of study and work. (L.B. Smith, I.Y. Sheml)

C

> Although many students in the S'04 and S'05 courses at first disliked and distrusted the interactive classes and group activities, most became comfortable with the unfamiliar format and ultimately reported that it helped their learning. Some students, however, never fully accepted the new approaches. (J.K. Knight, W.B. Wood)

13 **Write a one-sentence summary of Text 2 (as in Activity 5).**

14 **Work in pairs. Compare your paraphrases and summaries, and choose the best ones, using the criteria below.**

The paraphrase

- contains the key words from the original
- is no longer, and is ideally shorter, than the original
- uses different grammatical structures from those in the original
- accurately expresses the information given in the original
- uses adequate substitutes for the vocabulary of the original
- contains a reference to the source (the author).

Follow-up

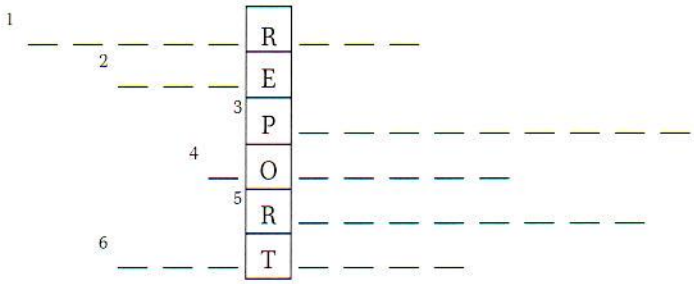
15 Choose a paragraph from an article you would like to refer to. Write a summary of the paragraph for the Literature Review section. Use the guidelines from the Language Support box and Activity 14.

Important: Keep your summary. You will use it to write an Introduction in Unit 3.

Lesson 3 Citations and references

Lead-in

1 **Work in pairs. Complete the words with verbs or nouns describing what authors usually do when reporting other researchers' findings.**



1 to express the most important facts or ideas about something in a short and clear form
2 to speak or write words taken from a particular writer or written work
3 to repeat something written or spoken using different words
4 to express an opinion about something; something that you say or write that expresses your opinion
5 the act of mentioning someone or something in speech or writing
6 to review or discuss critically ; a report of something, such as a person's work or ideas, that examines it and provides a judgement of it

Reading

2 **Read Text 1 and sentences A–D. These are the first and last sentences of the paragraphs in Text 1. Find the two topic sentences (general statements introducing the main idea of the paragraph) and write the correct letters in gaps 1 and 3. Then decide where the concluding sentences fit in.**

Text 1

[1]_____ These outcomes are obtained through the conscious act of thinking about past events, attending to the feelings and ideas that arise from those events and visualizing the resultant change[4]. These actions are echoed in Kolb's theory of experiential learning. Both processes involve observing a situation, realizing that one is in a situation, thinking about it and then making decisions about what to do next[5–7]. [2]_____ [3]_____ A practitioner who is self-aware and reflective in their work is more likely to be able to develop good critical self-appraisal and clinical reasoning skills[7,9,10]. They would be able to engage in continual evaluation of their professional practice, critically analyzing and developing it further[11–14] and be able to narrow the theory–practice gap by reflecting on their experience[7,9,11,14–17]. This would lead to practitioners developing greater self-awareness, confidence

and understanding[1,9,13–16]. Structured reflective learning activities could assist practitioners to appreciate their practice knowledge, and understand and value their experiences more fully. [4] _____

A This can empower practitioners to own their knowledge, contribute more fully[1,18], and thus impact positively on changing clinical practice[13,19].
B At the core of the reflective process is the acquiring of new understanding and appreciation, by reframing problems and through the development of knowledge creation capacities[3].
C Reflection is also an important component of critical thinking.
D They are all essential steps in the learning process[8].

3 Read Text 1 and answer the questions.

1 Which paragraph expresses an opinion? What helped you to decide?
2 What is the function of the other paragraph: to compare and contrast, to provide arguments, to present an analysis of a concept, to persuade?
3 In which paragraph does the concluding sentence present an argument?
4 Which words in the first paragraph serve to summarise details or to summarise what is written earlier in the text?

4 Write a one-sentence summary of Text 1. For an example, see Activity 5 on page 76.

Tip:
To start, highlight the key words that will go into the summary.

Language focus

5 Match the words and phrases below with the highlighted words and phrases in Text 1, which are similar in meaning. Which set of words is more formal?

1 to acknowledge _____
2 help _____
3 part _____
4 looking at _____
5 to take part in _____
6 repeated _____
7 getting _____

6 Read the Language Support box. Fill in the gaps in the text below with either a noun or a gerund formed from the verbs in brackets.

> **Language Support: gerunds**
>
> A gerund is formed by adding *-ing* to the verb. It is a verb form that functions in sentences like a noun. It is often used in academic writing to describe actions, states and processes. Note that after *the -ing, of* is used before another noun.
> Compare:
> *Writing a research article is difficult at first, but it gets easier with practice.*
> *The writing of a research article requires careful planning and adherence to certain conventions.*
>
> A noun is preferred to a gerund when it describes a thing, event or quality, or when it follows a possessive adjective.
> *The introduction to the book is concise and well written.*
> *Their decision to investigate the issue was strange.* (This is better than: *Their deciding to investigate ...*)

[1] _____ *(refer)* to information from another source can be done in several ways. Writers can do this by [2] _____ *(quote)* directly from the original publication or by [3] _____ *(rephrase)* it in their own words. [4] _____ *(paraphrase)* original sources is a skill in itself and involves [5] _____ *(use)* as few words from the original as possible and [6] _____ *(change)* the rest of the language from the cited source. However, the meaning of the [7] _____ *(cite)* should stay unchanged though [8] _____ *(shorten)* the original is possible. By [9] _____ *(cite)* sources we demonstrate our [10] _____ *(know)* of the work done by other researchers.

Reading

7 Read Text 2 and answer the questions.

1 What is its main similarity to Text 1?
2 Apart from the contents, what is its major difference from Text 1?

Text 2

> [1]The concept of gratitude has received recent research attention (e.g., Lambert, Graham, & Fincham, 2009; McCullough & Tsang, 2004; Mikulincer & Shaver, 2010). [2]However, despite Emmons and Crumpler's (2000, p. 57) assertion that 'gratitude is profoundly interpersonal', the role of gratitude in romantic relationships has, to date, received little research attention (Emmons, 2004; Hlava, 2009). [3]Although few studies have explored gratitude in romantic relationships, Mikulincer et al. (2006) have identified an association in romantic couples between gratitude and some aspects of attachment and found that individuals who were higher in gratitude and more secure in some aspects of attachment were more likely to engage in prosocial behaviour.

8 **Read the Language Support box. Say which sentences, or parts of sentences, in Text 2 are information-prominent and which are author-prominent. Give reasons.**

Language Support: information-prominent and author-prominent writing

In the description of other authors' work the primary focus may be on the information/findings or on the researcher(s). Accordingly, in the first case – an information-prominent text – the names of the researchers would be in parentheses; in the second case, they would be subjects in author-prominent clauses or sentences.

9 **Read the Language Support box and say which citation styles are used in Text 1 and Text 2.**

Language Support: citation styles

The **Harvard Style** of citing sources is often referred to as the author-date method, which applies to in-text citations, e.g. *(Harper 2004), (Smith 1997, p. 82), (Carter & Jansen 2009).* Reference list entries are given alphabetically by the author's surname.

The **American Psychological Association (APA)** citation style is often used in social sciences. It is slightly different from the Harvard Style. In-text references contain the author's name, the year of publication and, if necessary, the page in the original source. *(Simms, 2011); Dunning T (1993).*
The list of references is in alphabetical order.

The **Vancouver** citation style is used to refer to sources in medicine, health sciences, etc. In-text citations are marked with numbers in superscript, e.g. *Some studies* [6-11, 15] *have examined the effect of air pollution in urban areas.* Apart from numbers, in-text citations contain no other information about the sources. Items are included in the list of references in the order they appear in the text

10 **Work in pairs. Read extracts from reference lists from two articles and write down the different types of sources they contain, e.g. a journal article, and the order in which information is given in the reference. Student A analyses List A, Student B – List B. Compare your notes. Discuss the differences in style.**

A

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B

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Writing

11 Study the authors' guidelines for the journal in which you would like to publish your paper (see Activity 15 on page 58). Make a reference list for your article. Follow the recommendations on referencing.

12 Work in pairs. Exchange your reference lists. Identify the referencing style used by your partner. Check it for consistency.

Follow-up

13 Compare citation and referencing norms in your country and in the English-speaking world. Check if the examples you have found follow the conventions described above. Report your findings to the whole class.

Unit 3 Describing research

By the end of this unit you will be able to

- structure the Introduction section of a research article
- use appropriate language to indicate a gap in your field of research
- describe the methods and materials used in your research
- refer to visuals in your article
- write a draft description of your research results, highlighting the main results

Lesson 1 Introductions

Lead-in

1 Work in pairs. Discuss the questions.

1 Do you find writing the Introduction section of an academic article easy or difficult? Why?
2 What is the main purpose of the Introduction section?
3 What kind of information do you always include in this section?

Reading

2 Text 1 describes five main stages that often appear in Introductions (after Weisseberg & Buker 1990, p. 22; Cargill & O'Connor 2009, p. 42). Fill in the gaps with the words in the box.

centrality context findings niche objectives researchers value

Text 1

Stage 1. Statements about the field of research to provide the reader with a setting or [1]_____ for the problem to be investigated and to claim its [2]_____ or importance.
Stage 2. More specific statements about the aspects of the problem already studied by other [3]_____, laying a foundation of information already known.
Stage 3. Statements that indicate the need for more investigation, creating a gap or research [4]_____ for the present study to fill.
Stage 4. Statements giving the [5]_____ of the writer's study or outlining its main activity or [6]_____.
Stage 5. Statements that give a positive [7]_____ or justification for carrying out the study.

3 Text 2 is an Introduction whose parts (A–E) are jumbled up. Put the parts into a logical order and then match them with the stages in Text 1. Compare your answers in pairs.

Text 2

_____ A There is now a great deal of evidence that lecturing is a relatively ineffective pedagogical tool for promoting conceptual understanding. Some of this evidence is general, showing that learners gain meaningful understanding of concepts primarily through active engagement with and application of new information, not by passive listening to verbal presentations (reviewed in National Research Council, 1999). More specific evidence shows that students learn substantially more from active inquiry-based activities and problem solving than from listening to lectures (Beichner and Saul, 2003).

_____ B To address the validity of these concerns, we carried out an experiment in "scientific teaching" (Handelsman et al., 2004) in a large upper-level Developmental Biology course, in which the same two *instructors, teaching the same syllabus, tested the effect of two different teaching styles on student* learning gains in successive semesters.

_____ C Thirty years ago, the future success of biology students might have been predictable by the amount of factual knowledge they had accumulated in their college courses. Today, there is much more information to learn, but the increasingly easy accessibility of facts on the Internet is making long-term memorization of details less and less important. Therefore, teaching for conceptual understanding and analytical skills while encouraging collaborative activities makes increasing sense in undergraduate courses.

_____ D The results we present here indicate that even a moderate shift toward more interactive and cooperative learning in class can result in significantly higher student learning gains than achieved using a standard lecture format.

_____ E Nevertheless, many university faculty who are comfortable with their lecture courses remain unconvinced that more interactive teaching will lead to increased student learning, or that interactive teaching is even feasible in large classes.

4 Find the title below which is NOT suitable for the article with this Introduction (Text 2). Which do you think the original title is? Why?

a Changing the Course Format Leads to Higher Student Learning Gains
b Teaching More by Lecturing Less
c The Impact of Lecturing on Student Learning
d Interactivity: an Experiment in 'Scientific Teaching'

Language focus

5 In Text 2 underline words and expressions which helped you to identify each stage described in Text 1.

6 Start writing Stage 1 of the Introduction to your article. Write three sentences describing the context for the summary you wrote for your Literature Review section (see Activity 15 on page 79). Use expressions from Text 2. Follow the pattern: area → subarea → topic.

7 Text 3 is an extract from the Introduction to the article 'The Development of Researchers' Communicative Competence'. Read it and identify the stage it is (as described in Text 1). Fill in the gaps with the linking words and phrase below.

Although	Despite	In addition

Text 3

[1] _____ the dissemination of Bologna ideas in Europe, communication between researchers is still restricted due to their insufficient level of English. Most studies in the field of language teaching have only focused on developing linguistic competence rather than communicative ability to interact with professionals in particular environments. [2] _____, little attention has been paid to developing learners' subcompetences such as pragmatic and discursive ones. This indicates a need to understand the mechanisms underlying the integration of all subcompetences including cross-cultural communication. [3] _____ several attempts have been made to design teaching materials for researchers (Yakhontova, 2003), very few studies have investigated the impact of teaching materials on raising learners' language awareness in general.

8 Read the Language Support box and complete it with expressions from Text 3.

Language Support: indicating the gap

Adjectives
Nevertheless, the attempts to ... are/remain at present controversial/incomplete/questionable/unsatisfactory.

Verbs
However, previous research has failed to ... / ignored ... / misinterpreted ... / underestimated ...

Nouns
There is a gap in /_____ / a demand for ...

Negative openings
However, little information/_____ /data/research/work ...
Despite ... /Although ... , few investigations /_____ / researchers ...
No studies/data/calculations/findings have shown/demonstrated ...

_____

Writing

9 Continue writing your Introduction with 3–5 statements, indicating the gap in your field of research.

10 Exchange your drafts. Check if your partner has

- convinced you that the problem is topical
- referred to other researchers in the field
- clearly indicated the gap
- divided the text into paragraphs appropriately
- developed the text logically
- used words and expressions from Text 2 (see Activity 5) and the Language Support box
- avoided grammar and spelling mistakes.

Give feedback to your partner.

11 Redraft your Introduction, taking into account your partner's feedback.

Follow-up

12 On the internet find an article in your specialism. Read the Introduction and identify Stage 4 (the objectives of the study and/or its main findings) and Stage 5 (the positive value of the research). Write out key phrases indicating these stages. Prepare two slides to share in class.

13 Discuss your findings with the whole class.

Lesson 2 Method and process

Lead-in

1 Read the quotation and discuss to what extent it is true in your specialist field.

We have to remember that what we observe is not nature in itself but nature exposed to our method of questioning. (Werner Heisenberg)

2 Work in pairs. Discuss the questions.

1 How can the Method section of an article be helpful for researchers?
2 What other names for this section are used in journals from your field?

Reading

3 Text 1 is part of the Method section of the article 'Media representation of depression in young people: a corpus-based analysis of Irish newspaper coverage'. Match sentences 1–12 in the text with the elements of the Method section they present (a–e). The same sentence may be matched with more than one element.

a an overview of the research
b materials
c sample
d procedures
e location

Text 1

[1]The current study examined Irish newspaper accounts of depression in young people, focusing on broadsheet publications between the years 2007 and 2011. [2]Newspaper articles concerning depression in young people were located online using the LexisNexis News & Business database, ProQuest and the Irish News Archives databases. [3]The search terms were 'depression' or 'depressed' or 'mental health' and 'youth' or 'young people'. [4]The search query was limited to the three traditional broadsheet newspapers: *The Irish Times*, *The Irish Independent* and *The Examiner*.
[5]The resulting 269 newspaper articles, containing 176 223 words, were analysed using WordSmith™ Tools (Scott, 2008), a program used for counting word frequencies, finding word patterns and identifying keywords. [6]WordSmith™ was initially used to compile a word list on the basis of frequency. [7]This stage is useful to examine the vocabulary used in the texts.
[8]In the second stage of the analysis, keywords were identified by analysing the content in comparison with a reference corpus. [9]The significance of the difference in frequency between the word in the word list and in the reference corpus is calculated statistically using log-likelihood tests (Dunning, 1993). [10]Keywords can then be grouped according to specific topics. [11]We used the British National Corpus (BNC), a 100 million word collection of samples of mainly (90%) written language taken from a wide variety of sources. [12]Finally, textual patterns were explored in the context of word clusters (such as patterns of repeated phraseology) and collocates (i.e. other words that tend to occur in the neighbourhood of the search word).

sample: a group of people or things that is chosen out of a larger number and is asked questions or tested in order to get information about the larger group

log-likelihood: a type of statistical test

4 Work in pairs. Discuss the questions about Text 1.

1 Which method was used by the researchers?
2 Which materials were examined?
3 How many procedural stages were completed by the authors? Which phrases helped you to identify them?
4 Which elements do you think are always included in the Method section of research articles?
5 Do you find this procedural description clear? Would you be able to replicate this experiment? Why? / Why not?

Language focus

5 Read Text 1 again. Answer the questions.

1 Which tense is used most frequently in Text 1? Why?
2 Which sentences are written in the present simple tense? Why?
3 Which verbs are used in the passive voice? Why?
4 Which sentences are written in the active voice? Why?

6 Read Text 1 again. Focus on the highlighted verb+*ing* forms. Discuss the questions.

1 Which of the verb+*ing* forms describe how the authors did their research?
2 Which of them describes how the authors found something? Which preposition is used with the verb+*ing* form?
3 Which of them show the purpose of a tool? Which preposition is used with the verb+*ing* form?

Language Support: verb+*ing* for gerunds and present participles

The verb form verb +*ing* can be used for gerunds, which function as nouns (see page 82). Gerunds can be used after a preposition, e.g.
Before submitting your article, please read the author guidelines carefully.
I can't respond to your request without discussing it first with my colleagues.

Verb +*ing* is also used for present participles. These can be used like adverbs, e.g.
We have been researching depression for five years, looking at what can cause it.
The authors of this paper explain their concepts clearly, giving many relevant examples.

Listening

7 Work in pairs. Discuss which equipment or other materials you use to carry out your research. Specify if necessary.

1 laboratory equipment
2 natural substances
3 surveys, questionnaires, tests
4 computer models/programmes
5 mathematical models
6 human and animal subjects

8 25 Listen to a tutor explaining how to write the Materials section of an article. Say what he finds essential and why.

Reading and Writing

9 Read Text 2 about the eating behaviour 'grazing' (see page 66) and match the subheadings (1–3) with parts of the Method section (A–C).

1 Materials **2** Procedure **3** Participants

Text 2

A _____

A group of 248 undergraduate psychology students (73% women) [1] _____ (*take part*) in the study after volunteering via a standard university-based participant recruitment website. The majority of the participants reported being single (n = 148, 59.7%) or in a dating relationship without living together (n = 85, 34.3%). The participants' relevant health characteristics were assessed by [2] _____ (*measure*) height and weight and [3] _____ (*ask*) participants to report on factors that could influence weight status.

B _____

Body Mass Index (BMI) [4] _____ (*calculate*) from objective height and weight measurements and [5] _____ (*categorise*) according to World Health Organization guidelines (WHO, 1998). According to WHO classifications, a BMI under 18.5 is 'underweight' and BMI greater than 30 is defined as 'obese'. In addition, a brief Grazing Questionnaire (GQ) [6] _____ (*develop*) by the authors for the current study. Eight new items [7] _____ (*create*) to measure behaviours and cognitions specific to grazing. Scores are summed to form a total score (range: 0–32), where higher scores [8] _____ (*represent*) more grazing behaviours and cognitions.

C _____

Initially, the study protocol [9] _____ (*approve*) by the relevant institutional ethics committee. Then students [10] _____ (*volunteer*) for participation via an online recruitment system. Objective height and weight measurements [11] _____ (*take*) at the beginning of data collection. Participants [12] _____ (*ask*) to stand on the scales without shoes and other weight-bearing items (coats, keys). Height was measured [13] _____ (*use*) a tape measure affixed to the wall. Following these measurements, participants [14] _____ (*complete*) a Grazing Questionnaire (GQ). To calculate temporal stability, a subgroup of students (n = 74) was randomly selected and asked to complete the Grazing Questionnaire a second time, 7 days after the initial data collection took place. Of this group, 62 individuals [15] _____ (*return*) the completed questionnaires via email (83.8% response rate), between 7 and 62 days following the first data collection session.

ethics committee: a committee which checks that the research conducted is ethical

10 In Text 2 fill in the gaps with the appropriate verb form: the present or past simple in the active or passive or verb+*ing*.

11 Work in pairs. Discuss the questions.

1 How were participants selected for the study?
2 Which materials were investigated?
3 Which methods were used?
4 How many steps were undertaken by the authors? Which words signal each step?

12 Add examples from Text 2 to the Language Support box.

Language Support: sequencing

First/Initially ... _____
Prior to completing the questionnaire, all students were informed of ...
Secondly/Next/Subsequently/Later ... _____
After collection, the samples were analysed ... _____
Following this, the data were ... _____
Finally/Lastly, questions were asked to ...

13 Choose the right words or phrases in Text 3 to complete the procedure part of the Method section in the article 'Being Grateful: Does It Make Us Closer? Gratitude, Attachment and Intimacy in Romantic Relationships'. Compare answers in pairs.

Text 3

This study included both an Australian university student sample and a community [1]*sample/subject*. [2]*Eventually/Initially*, participants [3]*were recruited/recruited* via advertisements placed on university noticeboards and through snowballing techniques [4]*used/using* the researchers' networks of colleagues and acquaintances. Data collection [5]*was conducted/was measured* online. [6]*Following/Prior to* standard ethics procedures, participants [7]*completed/were completed* the questionnaire online in their own time. [8]*Unexpectedly/Lastly*, a proportion of the university [9]*staff/students* were eligible for course credit as a result of their participation.

Follow-up

14 Read the Method section of an article from your field of study. Find and copy out the information below.

1 what was investigated
2 which methods were used
3 which materials were used
4 which steps and procedures were undertaken

15 Make a list similar to that in Activity 14 based on your own research. Write a draft of the Method section of your article. Self-check it answering the questions below.
Have you used

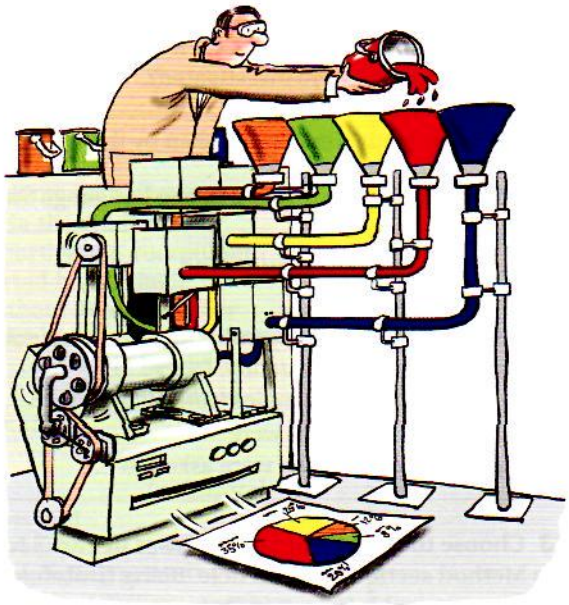
- the active and passive voice appropriately?
- the verb+*ing* form to show how you carried out your research?
- the verb+*ing* form to explain the purpose of each tool (material)?
- sequencing words to show the steps followed?
- a formal style?

Lesson 3 Results

Lead-in

1 Read the statement and fill in the gaps with the words *Results* or *Discussion*. Say if you agree with the statement.

Separating [1] _____ from [2] _____ preserves the objectivity of the [3] _____ which should be presented clearly and without comment. (D. Lindsay)



Writing

2 Put the words in the correct order to make sentences about the Results section of an article.

1 *provide evidence / in a research article / aims to* / or reject / to support / a hypothesis. / The data presentation

_____

_____

_____

2 most prominent. / We should / the main points / present / in ways which / make / all necessary data

_____

_____

3 to focus on / to interpret them. / helps readers / aspects of / and / the results / The accompanying text / the least important

_____

_____

4 should / randomly / Figures / and put / be numbered / in the article.

_____

_____

5 in the text. / Figures / in the order / referred to / are presented / in which they / should be

_____

_____

6 depends on what / to gain from your data. / a table, graph, diagram or text / The choice of / you want readers / whether to use

_____

_____

3 Work in pairs. Compare your sentences and decide whether they are true or false.

Reading and Speaking

4 Look at the table from the Results section of the article 'Teaching More by Lecturing Less' (the Introduction to which is on pages 85–6). Work in pairs and discuss the questions.

1 Why are the two groups of results (Fall '03, Spring '04) presented?
2 Which column do you think shows the results of the interactive course?
3 Which results in the table would you expect the article to refer to particularly?

Table 4. Comparison of average performance on different assessments for the two courses

Assessment	Performance (average percent of maximum score)	
	Fall 2003	Spring 2004
Pre-test (12 questions)[a]	34	31
Post-test (12 questions)[a]	65	74
Normalized learning gain[b]	46	62
Final exam	77	71
Problem sets	82	85
Participation	N/A	86
Final total points	76	81

a Data based only on the 12 questions that were common to all three pre-tests and post-tests.
b Average for each class is shown.

5 Text 1 is an extract from the Results section which describes the table in Activity 4. Read it and check if your answers to question 3 in Activity 4 were correct.

Text 1

[1]As shown in Table 4, the average performance on exams and problem sets differed only slightly between the two semesters. [2]Although the questions on the F'03 and S'04 exams were similar, they were not identical. [3]The exams in S'04 were designed to test more conceptual and less factual knowledge than those in F'03. [4]Because the exams were substantially different, we cannot make meaningful comparisons of exam performances between the two semesters. [5]The average performance and standard deviation on the pre-test were not significantly different in the two semesters: traditional, 34% (±12%); interactive, 31% (±12%), indicating that the incoming students were equally well prepared. [6]However, the average performance on the post-test was significantly higher in the interactive course (S'04), by 9 percentage points ($p = .001$, two tailed t-test).

[7]The most compelling support for superiority of the interactive approach came from comparisons of normalized learning gains calculated from pre-test and post-test scores in the traditional and interactive classes (Table 4). [8]Normalized learning gain is defined as the actual gain divided by the possible gain, expressed as a percentage (Fagan et al., 2002). [9]A comparison of the F'03 and S'04 courses showed a significant 16% difference ($p = .001$) in average learning gains, corresponding to a 33% improvement in performance by students in the more interactive S'04 course.

6 Read Text 1 again and identify the functions (a–d) that sentences 1–9 perform in the text. Some sentences may perform more than one function.

a to direct readers to the table where the results can be found
b to explain the particular features of methods used
c to highlight the most important findings
d to comment on the results

Language focus

7 Read sentences 1 and 7 in Text 1 and examples A–D below, which show how authors refer to tables in articles. Answer the questions.

1 Which sentences and examples direct readers to a table?
2 Which sentences and examples direct readers to a table and also highlight the important findings?
3 Which tenses are used in these sentences and examples? Why?

Example A: Viability of dormant seeds was highest for wetland species (Table 2), which were also the youngest seeds.

Example B: Table 2 displays the source of support amongst older people who reported a difficulty.

Example C: The marital status of the two institutions' students differed considerably, even among the oldest graduates (Table 3).

Example D: The individual demographic and clinical data are presented in Table 1.

8 In Text 1 underline phrases and clauses which show that the authors were comparing two different courses. Which of them use comparative forms, which superlative forms and which neither?

9 Fill in the gaps in the Language Support box with adjectives and adverbs from Text 1.

Language Support: intensifying

We / Waters (2011) found A comparison showed	slight substantial considerable ..... extreme	differences between ... and ...

Data	contrast(s/ed)	_____ _____ considerably	with ...
	differ(s/ed) is/are/was/were	_____ extremely	from ... different from ...

Writing

10 **Add phrases from Text 1 to the Language Support box.**

Language Support: highlighting the main results

As Table 1 shows, there is a significant difference between ...
From the data in this table, it is clear that ...
The most striking result to emerge from the data is that ...

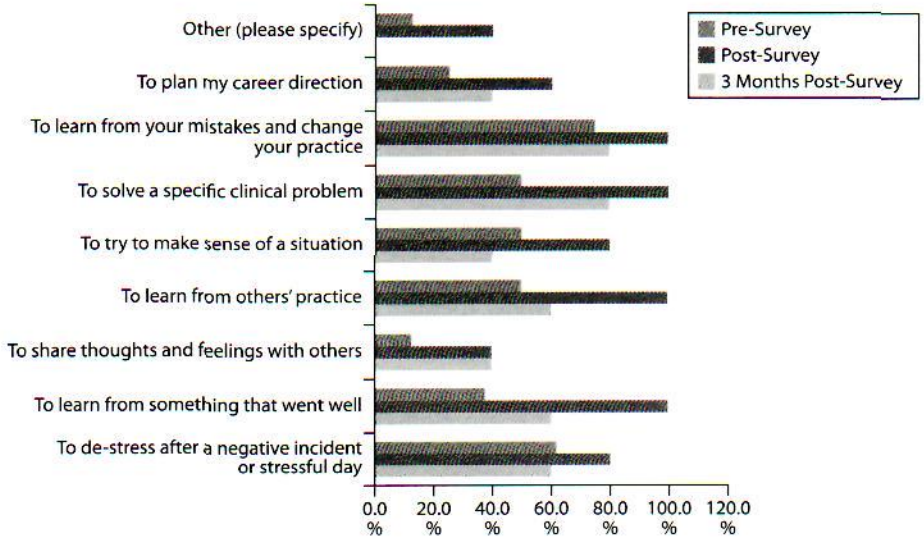
_____

_____

11 **Work in pairs. Look at the graph from the article 'Encouraging Reflection' (see pages 65 and 80–1). Discuss the questions.**

1 What method was used to collect the data?
2 How many times did the researchers collect the data?
3 Do you think the authors are satisfied with the results? What helped you to decide?

Graph 1. Reasons for reflection



12 **Complete Text 2 with the correct form of the words in brackets. Compare your answers in Activity 11 with Text 2.**

Text 2

[1]Graph 1 displays the various scenarios in which participants [a]_____ (*frequent*) reflect. [2]The pre-RPC (Reflective Practice Course) results indicate that the [b]_____ (*frequent*) reason to reflect was 'to learn from your mistakes and change your practice'. [3]The post-survey results demonstrate a [c]_____ (*considerable*) increase in all categories, with four categories receiving 100%. [4]In addition, when comparing the post- and 3 months post-results, there was a [d]_____ (*slight*) decrease in [e]_____ (*frequent*) at 3 months in all categories. [5]However, the overall frequency in each category at 3 months remained [f]_____ (*great*) than at the pre-survey level. [6]These results suggest that a [g]_____ (*positive*) shift in participants' value of reflection may occur during and after the RPC.

13 **Work in pairs. Find the sentence in Text 2 which**

1 directs readers to the visual
2 comments on the results obtained

Follow-up

14 **Read the Results section of an article from your field of study. Choose any *description of the main results with reference to visuals. Identify its functions from the* list below. Underline phrases which helped you to identify each element.**

- directing the reader to a table or figure
- explaining the particular features of the methods used (optional)
- highlighting the main findings
- commenting on the results (optional)

15 **Write a draft description of your research results. Exchange your draft with your partner and suggest improvements, if any. Check if your partner**

- has given key information presented in a table or figure
- has directed readers to the appropriate table or figure
- has highlighted the main results
- has written the section in a formal style
- has avoided grammar, vocabulary and spelling mistakes.

Unit 4 Coming to conclusions

By the end of this unit you will be able to

- explain your findings in the Discussion section of an article
- describe the conclusions of your study
- understand the process of submitting an article for publication
- write a covering email with an article submitted for publication

Lesson 1 The Discussion section

Lead-in

1 Work in pairs. Answer the questions.

1 Do journals in your field of study allow a separate Discussion section?
2 If not, is it combined with the Results section or the Conclusion section?
3 Which section of an article might be less objective, in your opinion?

Reading

2 Text 1 is part of the Discussion section of the article 'Being Grateful: Does it Bring Us Closer? Gratitude, Attachment and Intimacy in Romantic Relationships' (see pages 76, 82 and 91). Read it and match the highlighted words with their meanings (a–g).

a _____ – a limitation
b _____ – an average number or amount
c _____ – a measurement problem when clusters of scores are near the upper limit of the data
d _____ – a connection
e _____ – a range of numbers used as a system to measure or compare things
f _____ – an investigation aimed at proving the reliability and relevance of a procedure for a specific purpose
g _____ – points

Text 1

[1]This study investigated the association between gratitude and intimacy in romantic relationships. [2]The first hypothesis predicted a significant, positive association between gratitude and intimacy, and this hypothesis was supported; individuals who experienced more gratitude were also likely to experience more intimacy. [3]However, the association was much weaker than expected. [4]It may be that the data represent the true nature of the relationship between gratitude and intimacy, although it is also possible that measurement-related issues influenced these results. [5]As noted earlier, scores for gratitude and intimacy were highly negatively skewed resulting from largely positive responses. [6]These results may indicate that participants in this sample had a grateful outlook on life and experienced high levels of intimacy in their romantic relationships. [7]However, it is likely that such results indicate a restriction of range imposed

skewed: seeming higher or lower than they really are

by a ceiling effect. [8]It is significant that, as identified earlier, findings of other studies using the same measures (Sinclair & Dowdy, 2005) also indicate generally positive responses. [9]In particular, the validation study for the Emotional Intimacy Scale (Sinclair & Dowdy, 2005) had a significantly higher mean compared to the present study. [10]This comparison of findings may suggest that the measures of gratitude and intimacy used in this study do not identify sufficient difference between participants scoring at the high end of the scale.

3 Match elements of the Discussion section (a–f) with relevant sentences in Text 1 (1–10). Not all elements are included in Text 1.

a A reference to the *main purpose* or *hypothesis* of the study.
b A review of the most important *findings* (whether or not they support the original hypothesis, and whether they agree with the findings of other researchers).
c Possible *explanations for* or *speculations about* findings, often supported by references to relevant literature.
d *Limitations* of the study that restrict the extent to which the findings can be generalised.
e *Implications* of the study (generalisations from the results).
f *Recommendations* for future research and/or *practical.*

4 Work in pairs. Compare your answers in Activity 3.

5 Work in pairs. Answer the questions.

1 How do authors usually order the information in their discussion: from general to specific or from specific to general?
2 Are references to other publications used to support the reported findings or to indicate a gap in them?
3 What is the main difference between the Results section and the Discussion section of an article?

6 Read some phrases used to write the Discussion section and write next to them *E* for explanations, *L* for limitations and *I* for implications.

1 These data must be interpreted with caution because ...
2 One of the issues that emerges from these findings is ...
3 The findings of this study are consistent with those of Brown (2011), who found ...
4 The present study has several limitations that should be considered. First, ...
5 These findings may help us to understand ...
6 This result may be explained by the fact that ... / by a number of different factors.
7 It seems possible that these results are due to ...
8 There might also be concerns raised regarding ...
9 These results provide further support for the hypothesis that ...

Language focus

7 Sentences can have a main clause followed by a noun clause, which begins with *that*, a question word or *if/whether*. In Text 1 find sentences with a main clause and a noun clause. Complete the table with the main clause, which indicates the authors' attitude, and the noun clause, which gives the information. The first one has been done for you.

Strength	Main clause (authors' position)	+ *that*	+Noun clause (information)
	It may be	*that*	*the data represent ...*

8 Rank the expressions in the first column in Activity 7 according to the strength of the claims made by the authors. Write *S* for strong and *W* for weak.

9 Underline the hedging language (see Activity 12 on page 73) in the sentences below from the article 'Teaching More by Lecturing Less'.

1 We believe that a substantial impact could be achieved if interactive and collaborative teaching were introduced in introductory courses and continued throughout the curriculum.
2 The students in spring 2005 chose their own groups, and thus seemed to feel more loyalty to other group members than students in spring 2004, who were assigned to their groups.
3 Ability to solve problems and in-depth understanding of underlying concepts will probably be of more use to students in the long run than any particular piece of factual information.
4 It is evident that café-style classrooms would be far more conducive to active-engagement teaching.
5 Evaluation of teaching could be based on actual student learning gains as well as student course ratings.
6 Few instructors can hope to deliver more than one or two such lectures, at best, during a semester.
7 While lecturing in small doses remains a valuable teaching technique, lecturing for an entire period of 50 or 75 minutes is unlikely to be the best use of class time.

10 In Activity 9 find two sentences with a noun clause.

Writing

11 **Write five sentences suitable for the Discussion section of your article. Give possible explanations for the results you described in Unit 3, Lesson 3 (see Activity 15 on page 96). Use the sentence openers in Activity 6 and hedging expressions.**

12 **In Text 1 find two expressions used to refer to information given previously. Add them to the list in the Language Support box. Where are they usually placed in a sentence?**

Language Support: transition phrases

Transition phrases are used to make academic texts easier to follow. They highlight connections between different parts of a text. These expressions refer the reader to what was written earlier in the same text.

As was mentioned in the Introduction, ...
As described in the previous section, ...
As discussed above, ...
As explained earlier, ...
As stated above, ...
In addition to the above, ...

_____

_____

13 **Revise your drafts from Activity 11 by referring to the previous sections of your article. Use the transition phrases.**

14 **Exchange your texts with a partner who works in your area of specialism. Read your partner's text. Suggest any possible limitations of the study. Write two or three sentences using the expressions from Activity 6.**

Follow-up

15 **Find two articles in your research area, one in English, one in your native language. Read the Discussion sections in both. Underline all the examples of hedging language used in these articles. Count**

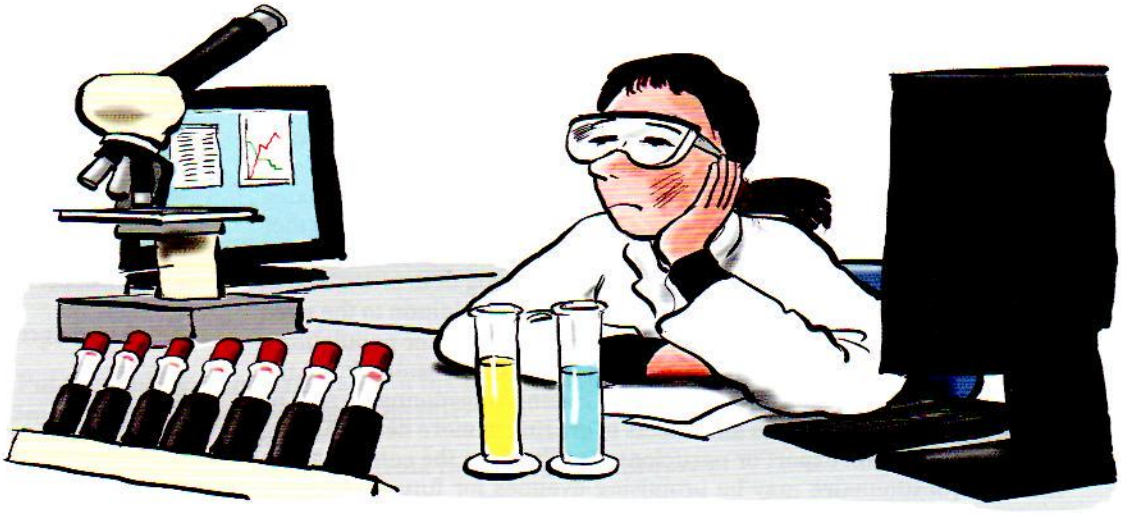
- the overall number of hedging expressions in every text
- the number of hedging structures used.

Lesson 2 The Conclusions section

Lead-in

1 Finish the sentence and share it with the whole class.

A conclusion is the place where ...



2 Work in pairs. Read the sentences and say which is true for you. Why?

1 I start with the Abstract and Introduction and write the Conclusions at the end.
2 I start with the Conclusions and revise them when my article is finished.
3 I start with the Results, then I write the Conclusions and revise the whole article.
4 I do it differently.

Reading

3 Read statements 1–8 about the Conclusions section of journal articles. Write *T* if the statements are true or *F* if they are false. Compare your answers in pairs.

1 This section is compulsory within the structure of the article.
2 In it the author may give recommendations for future research.
3 Focusing on the validity of findings is good practice.
4 This is the last chance to add an argument that you have forgotten to include earlier.
5 It must contain a statement about the contribution of the research findings to knowledge in the relevant field.
6 It should contain evidence to illustrate the researcher's key findings.
7 It is advisable to point out the practical applications of your study here.
8 It should give evidence to show that your findings are noteworthy.

4 Read Text 1 – the final part of the article on 'grazing' (see pages 66, 75 and 90). Which statements in Activity 3 are true of this Conclusions section?

Text 1

The principal aim of this study was to construct a new self-report measure of 'grazing' and evaluate its initial properties. Taken together, the results provided initial evidence for the favourable properties of the Grazing Questionnaire and contributed to the first operational definition of grazing that includes both unplanned, repetitive eating of small amounts of food and a sense of loss of control over eating. At the same time, it is also important to acknowledge that the homogenous nature of the present sample may limit the generalisability of our findings. Participants in the present study were mostly healthy, young, educated individuals representing high socioeconomic backgrounds. Further research concerning the prevalence of the 'grazing' pattern of eating in the wider community, in individuals with binge-eating difficulties, and in overweight and obese populations is now needed. In addition to the need for establishing the generalisability of our findings to other populations, future research may now follow on the promising results from the present study by further developing the Grazing Questionnaire and by exploring the nature, causes and effects of grazing in more detail. Adding new items based on expert or participant feedback on the content of the Grazing Questionnaire may be promising avenues for future research. Examining whether scores on the Grazing Questionnaire predict weight gain or response to treatments would be an important step in evaluating *the importance of grazing in obesity and its treatment. In the meantime,* our current results provide the first empirical description of a potentially important eating pattern, and the only reliable self-report measure to assess it.

high socioeconomic backgrounds: middle and upper classes

5 Read Text 1 again. Find the phrase similar in meaning to 'possible future research priorities'.

6 Work in pairs. What is the main focus of Text 1? Write out the phrases that express it.

7 Read the first part of Text 2. Which sentence signals the need for further research? *Add the corresponding expression to the list in Activity 6.*

Text 2

a __1__ This study aimed to develop a greater understanding of the function of gratitude in romantic relationships.
b _____ Intimacy has also been identified as important in sustaining and developing satisfying relationships (Tolstedt & Stokes, 1983). This study predicted a positive association between gratitude and intimacy and, although weak, this association was demonstrated.
c _____ It proposed that experiences of gratitude expressed between partners would lead to experiences of intimacy.
d _____ Although this effect was not evident in the findings of this study, a careful analysis of the data suggest the presence of ceiling effects and therefore these should be regarded as inconclusive, rather than negative findings.
e _____ In addition, this study predicted that attachment would moderate the association between gratitude and intimacy.

Language focus

8 Put the sentences in Text 2 (a–e) in the order you think the authors originally wrote them. What language helps you to do this?

9 Choose the correct options to create the second part of Text 2.

[1]*This / That* study identifies a number of gaps [2]*in / of* current understandings [3]*with / of* gratitude and intimacy. [4]*That / It* also highlights the need [5]*to / for* further research [6]*into / to* the function of gratitude and intimacy [7]*on / in* romantic relationships. [8]*In / For* particular, it recommends the investigation [9]*of / about* specific experiences [10]*in / of* gratitude and intimacy [11]*to / for* both partners. [12]*So / Such* future investigations have the potential to develop more comprehensive understandings [13]*in / of* the function of gratitude [14]*across / in* romantic relationships. [15]*These / Any* promising avenues [16]*to / for* further research may also provide a foundation [17]*for / of* developing therapeutic interventions for couples [18]*which / who* wish [19]*that / to* improve [20]*their / theirs* relationships.

Writing and Speaking

10 Develop your Discussion section. Write 4–5 sentences describing the limitations of your research and the need for further study.

11 Exchange your drafts. Read your partner's text and make a list of questions about

- his/her main purpose or hypothesis
- the most important findings
- their interpretation of the results
- the limitations of their study
- the recommendations for future research
- the practical applications of their study.

12 Work in pairs. Ask and answer the questions in Activity 11.

Follow-up

13 Revise the draft of the abstract you produced in Unit 1, Lesson 3 (see Activity 12 on page 68). Check if you have

- included the aim, background, methods, results and conclusions
- focused on the most important ideas
- used language appropriately
- written your text logically
- avoided spelling, vocabulary and grammar mistakes.

Lesson 3 The article submission process

Lead-in

1 Work in groups. Discuss the questions.

1 You have written an article for publication. How long does it usually take to get it published?
2 What are the steps towards this goal? Present your ideas in a diagram or a flow chart.

Listening

2 ⊙26 Listen to a conference presenter speaking on the topic of getting published. *Write T if the statements below are true or F if they are false.*

1 The presenter recommends writing to the editor before submitting an article.
2 He says that the covering letter should contain information about the authors of the article.
3 All the authors of the article should see the final version of their text before it is submitted.
4 The presenter says that articles often get rejected because of the poor quality of the language.
5 He recommends sending the paper to another journal if it is rejected after the peer review.
6 If the paper is accepted, the journal staff works on it and then puts it online or prints it.

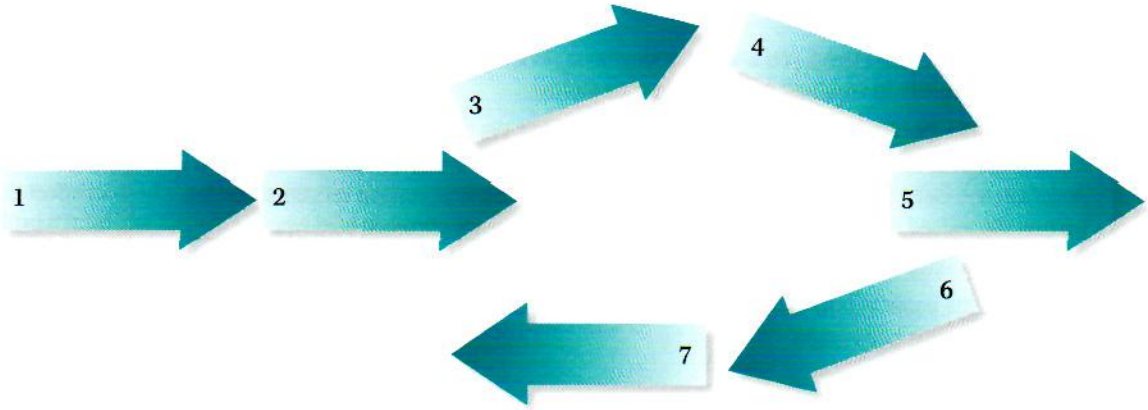
Language focus

3 ⊙26 List the groups of people who are involved in the process of writing and publication. Does the presenter mention all of them? Listen again and check your answers.

4 Read the words and phrases in the box and find the odd one out.

editing and proof-reading	peer review	acceptance (with revisions)			
submission	resubmitting	publishing	complaining	rejection	revisions

5 Fill in the flow chart with the appropriate words from Activity 4 in the correct order.



Reading

6 Read Texts 1 and 2 quickly. Say at which stage of the submission process each of them was written. Explain your answers.

Text 1

To: fin-journal@gmail.com

Subject: _____

Dear Dr Liffits,

Please find attached a manuscript entitled 'Combined classifiers in bankruptcy prediction for manufacturing companies' by Elena Fodor, Samuel Dovzen and myself. The authors have read and approved the final version submitted here.

There has been a great deal of research in the field of bankruptcy forecasting. Our research distinguishes itself from previous publications in the following respects.

1. We use a wide range of financial indicators, including those considered in classical and modern literature and those recommended by different countries' legislative practices.
2. We employ combinations of different modern techniques to choose appropriate financial indicators and achieve higher forecasting efficiency.
3. We use a large dataset of manufacturing companies for the period 2007–2011.

We would be very grateful if you would consider the manuscript for publication in the *International Financial Review*.

Yours sincerely,
Eugene Gilko

Corresponding author: Eugene Gilko

34 Anbor Str., Nemburg, Levonia

Text 2

To: gardot@mail.com

Subject: _____

Dear Prof. Gardot,

First of all, we [1]are thanking you and the anonymous reviewer for the valuable feedback and the opportunity to resubmit our paper to your journal.

We have made the changes you and the reviewer suggested. We [2]sent a revised manuscript entitled 'External spillover effects for countries in transition: a multivariate approach' by Tim Anderson and Elena Fodor. Both authors [3]read and approved the final revised version submitted here. In the revised manuscript the corrections [4]we have made are shown in bold type.

We [5]are providing answers to the reviewer's comments.

We believe the paper is now acceptable for publication and [6]look forward to your response to the changes we have made.

Yours sincerely,
Elena Fodor

Corresponding author: Elena Fodor

35 Shelley Road, Cambridge CB27 4TT 44 (0)1223 44670

External spillover: an effect that results from a problem spreading

7 In Text 2 find four mistakes in the highlighted verb forms. Correct them.

Speaking

8 Work in pairs. Read Texts 1 and 2 again and follow the steps below.

1 Fill in the subject lines. Compare your versions with another pair.
2 Say which advice from the presenter's talk the authors follow in their covering emails.

9 26 Read the Language Support box. Listen again to Track 26 and say which of these ways of adding emphasis are used by the presenter.

> **Language Support:** adding emphasis
>
> ***It ... that/who*** sentences, e.g. ***It is*** *the author who is responsible for properly formatting the manuscript.*
> ***What ... is*** clauses, e.g. *What many authors fail to take into account is the relevance of their material to the type of journal in which they want to publish.*
> The auxiliary verb ***do*** before the main verb in statements and imperatives, e.g. *You do* ***need*** *to carefully edit your text before sending it to the journal.*
> *Do take the reviewers' comments seriously.*

10 Work in pairs. Talk to your partner about times when you have had problems with publishing an article (e.g. with guidelines, deadlines, reviews, formatting, proof-reading). Ask your partner to give you advice on how to avoid these situations. Use the structures in the Language Support box to add emphasis to your conversation.

A: *Two years ago I sent an article about teaching biology to a journal but they rejected it. They said they don't publish articles on methodology.*

B: *You do need to check beforehand if the journal accepts papers related to the subject of your article.*

Writing

11 Write a draft of a covering email for submission of your paper on research you have done. Use Text 1 as a model.

12 Work in pairs. Exchange emails and check your partner's text. Make comments if necessary.

Follow-up

13 Work in groups. Follow the steps below.

1 Choose a journal in your native language which publishes articles in your field of research. Read its guidelines for authors. Look through the structure, format and style of its articles.
2 Make a group presentation on how to get published in this journal.
3 As a whole class, discuss the pros and cons of publishing nationally or internationally.

Module wrapping-up

1 You have finished Module 2. Congratulations! Reflect on the module and evaluate your progress. Finalise your article. Read the statements in the table below and tick them if you agree with them.

Module 2	
Checklist for preparing an article for publication	
My article is suitable for publication in the journal I have chosen.	
The contribution is new and significant.	
The organisation of the article is acceptable.	
There are no errors or faults of logic.	
The title is clear, concise and effective.	
Suggested keywords are appropriate.	
My abstract is written to the required standard. It is clear and short.	
The methods are sound and they are described clearly.	
My illustrations and tables (if required) are properly prepared and accurately referred to.	
The conclusions are supported by sufficient evidence.	
All relevant references are cited and formatted correctly.	
The length of my article is satisfactory.	

2 What do you need to improve further? Set yourself some goals for further development. Use the SMART principle: goals should be Specific, Measurable, Achievable, Realistic, Time-bound.

3 Share your responses to the module with the whole class.

Module 3

Teaching and learning in English

In this module you will:

- write a syllabus for the subject you teach in English
- discuss and practise up-to-date approaches and technologies in teaching your subject in English

Unit 1 Teaching around the globe

By the end of this unit you will be able to

- describe current trends in higher education in your country
- report on recent changes in your educational institution
- discuss the use of technology in teaching your subject
- write your academic profile or the academic profile of a colleague

Lesson 1 Facing the changes

Lead-in

1 Work in pairs. At the end of this lesson you are going to report on recent changes in your institution. Discuss the questions.

- What changes have taken place in the last five years in your educational institution?
- Which changes have been positive? Why?
- Which changes have been less positive? Why?

Reading

2 Text 1 summarises predictions about the development of higher education. Read Part 1 quickly and complete the sentence below.

The text is written from a

a Chinese perspective.
b British perspective.
c European perspective.
d student perspective.

Text 1 Part 1

The British Council projects that the [1] _____ for higher education worldwide will continue to grow to 2020 but at a lower rate than in the last two decades.

The number of [2] _____ will grow significantly by 2020, although at a slower pace than in previous years. Reasons for this slowdown include stagnant demand in the developed world, a sharp decrease in the size of the 18–24 age cohort in key countries such as China, growing supply in the BRIC (Brazil-Russia-India-China) countries and further expansion of TNE (transnational education) and [3] _____.

The British Council expects that the largest numbers of mobile students in 2020 will be from China, India, South Korea, Germany, Turkey, Malaysia, Nigeria, Kazakhstan and France.

Europe will continue to be the preferred [4] _____ for international students worldwide by 2020. The main English-speaking exporting countries along with Germany, France and Japan will [5] _____ their leading positions by 2020. China will emerge, perhaps not by 2020, as a powerhouse in higher education that will set the rules for doing business there.

In several European countries, including Germany and France, governments aim to [6] _____ higher education systems and to provide more courses in English in order to attract more [7] _____ .

The demand for UK [8] _____ abroad will hold up in the foreseeable future, even as the UK share of the global student market will continue to decrease. UK qualifications are perceived to be among the best in the world: that has not changed.

The way students [9] _____ higher education is changing. By 2020, the traditional and well-established route followed by a full-time, residential, three-year [10] _____ will be only one pathway among many.

3 Read Part 1 of Text 1 again and complete it with the words in the box.

enter	qualifications	demand	degree	distance education	maintain
mobile students	international students	destination	internationalise		

4 Read Part 1 again and answer the questions.

1 What do the abbreviations *TNE* and *BRIC* stand for?
2 In what connection are these countries/areas mentioned?
BRIC Europe China Germany France

5 Read Part 2 of Text 1. Write *T* if the statements below are true, *F* if they are false or *NS* if it is not stated.

1 MOOCs will result in a decrease in student mobility.
2 A 'badge' course doesn't allow students to earn credits toward a degree.
3 Traditional classes will be fully replaced by online learning.
4 The administration of exams and exchange of coursework over the internet will become the norm.
5 Workers with IT skills will continue to be in demand.
6 Partnerships are a form of higher education internationalisation.

Text 1 Part 2

Developments in online technology are seen as already having an impact on pedagogy, internationalisation strategies, and on how universities are run as businesses. Knowledge will increasingly be seen as a global public good through expanded access to open educational resources.

through expanded access to open educational resources.

Growth in TNE will accelerate to meet growing demand. TNE refers to arrangements by which students are taught in their own or third countries; it includes online and distance learning, validation and franchising, and international branch campuses.

validation: official approval

franchising: the right to sell

Another factor to consider is the impact of MOOCs (Massive Open Online Courses) on higher education. MOOCs are unlikely to have a negative impact on either TNE or international student mobility. Students will choose courses from different institutions and receive credit toward a degree or non-degree certificate or 'badge'. However, students prefer blended to 100% online learning.

Technological innovation will affect the types of skills sought by employers. If predictions about the automation of manufacturing and the importance of big data prove to be correct, employers will increasingly look for workers with skills in software engineering, 3D design, coding and data analysis.

The internationalisation of HE includes a wide range of activities: exchanges of staff and students, TNE, internationalising the curriculum at home, and the formation of highly integrated forms of partnerships. These forms include joint academic posts, offer joint courses, and will begin to offer integrated degree programmes, rather than joint or dual degrees. Partnerships with business and industry at the international level will provide new funding flows and employability opportunities.

In higher education, changes in job structures should follow the online revolution. Junior lecturers may be gradually replaced by mentors, scattered around the world and with only a loose connection with their employers; more senior academics might have multiple contracts with several higher education institutions. The model of the academic who spends her or his entire academic career in one or two institutions is already a peculiarity and will disappear, perhaps not by 2020, but soon enough.

mentor: someone who gives another person help and advice over a period of time

The influence of rankings is the clearest demonstration of the increasingly competitive nature of higher education. A common view of international rankings is that they cannot measure all of the things that universities are good at. They tell only partial and biased stories about universities: that they are commercially driven, that there is no consensus on an ideal university, but that they 'are here to stay'. Governments refer to international rankings for policy-making in education.

Language focus

6 **Read Parts 1 and 2 of Text 1 again. Find phrases that describe positive changes, negative changes or no change. Add them to the Language Support box.**

Language Support: describing trends

... is becoming (increasingly) popular.
... are expected to increase (to just 30%)
... have risen (so) (dramatically) (recently)

continue to grow _____

_____

_____

_____

... which has further reduced (to ...)

at a lower rate than ... _____

_____

_____

_____

_____

remained (almost) the same (as ...)

continue to be _____

7 **To prepare for your report on recent changes in your institution, read Part 2 of Text 1 again and write out the examples of: types of learning, skills in demand and forms of partnership that are relevant to your institution.**

8 **Work in groups. Describe three trends in higher education in your country, using phrases from Activities 6 and 7.**

9 **Correct the mistakes in the use of prepositions in the sentences.**

1 He referred in a history book to find out the dates of the French Revolution.
2 They followed about her academic progress closely.
3 These changes seem to me to be happening in too fast a pace.
4 These measures are intended to soften the impact of the tax reform in people.
5 New technologies continue to affect on how we live.

Listening

10 27 **Listen to a teacher describing recent changes in her department. Answer the questions.**

1 What changes does the speaker mention?
2 What is the main aim of these changes?

11 27 **Listen again and fill in the gaps in Text 2.**

Text 2

I'd like to report on the changes that have taken place in the department I work for.

Over the last few years the department has introduced some [1] _____ in order to meet a [2] _____ for the internationalisation of higher education. For example, the department is seeking more partnerships with European universities. The [3] _____ with French, Finnish and Bulgarian universities has resulted in [4] _____ programmes in International Business and International Tourism. Currently, we are negotiating a joint master's degree course in International Business and Governance with four Italian universities. Another change worth mentioning is an [5] _____ number of online courses.

We really think that all this will [6] _____ student mobility and attract more [7] _____ students. As a [8] _____ to this challenging aim, we have already started offering some courses in English. About 20 foreign students are [9] _____ in the European Studies programme. However, not all lecturers are competent enough in English to teach their [10] _____ to international students. That is why there is a need to [11] _____ academics' English language skills.

In conclusion, we think the changes that [12] _____ may enhance the university's standing in international rankings.

12 Add phrases from Text 2 to the Language Support box. You will need them to structure your own report.

Language Support: structuring a report

1 Introduction
This is my report on ...
I'd like to describe/talk about ...
After studying ..., it was found that ...
_____

2 Providing evidence
With regard to ...
In support of ...
_____
_____

3 Prediction
I believe that ...
It is predicted that ...
_____

4 Conclusion
For the reasons given above, ...
To sum up, ...
_____

Follow-up

13 Prepare a 1–2 minute report on the changes that have taken place in your department / educational institution over the last five years. Search for the information, if necessary. You may want to answer the following questions.

1 Has the number of international students changed over the last few years? What countries do they come from?
2 What new programmes (e.g. bachelor's, master's, courses in English) and forms of learning does your university offer to students?
3 What forms of partnership is your department/university involved in?

Use the language in the Language Support boxes.

14 Work in groups. Present your report to your colleagues and listen to theirs. Ask and answer questions.

Lesson 2 The impact of technology

Lead-in

1 Work in groups. Read two opinions about the impact of technology on education. Discuss which one you support and why.

A

> Technology has created a lack of depth in learning; students who are bombarded by technological inputs might be more inclined to skim the surface information on many topics without truly getting an in-depth understanding of any of them.

B

> We now have the technological tools to disseminate knowledge to students across the globe. No longer limited by geography, a student can learn from some of the best and brightest sources in the world, no matter where they are, as long as there is an internet connection available.

Listening

2 ⊙28 **Listen to a teacher talking about technology and education. Is she happy about how technology is used in education? Why? / Why not?**

3 ⊙28 **Listen again and answer the questions.**

1 What does she see as the conflict between formal education and technology?
2 How can teachers benefit from using technology?
3 How can students benefit from using technology?

4 Work in groups. Discuss the questions.

1 To what extent do the same tensions exist in your working context?
2 How has your job as a teacher changed over the last five years?

Reading

5 Read Text 1 on the next page about new pedagogical models brought in by advances in technology. Which of the paragraphs (A–C) discusses

1 research activities using mobile devices
2 self-directed learning
3 an example of a discipline in which technology can effectively be used
4 learning from other people
5 a mix of digital opportunities and natural surroundings
6 activities tailored for individual interests
7 a risk of using technology in learning

Text 1

Innovating Pedagogy 2013

The innovations described in this report are not technologies looking for an application in formal education. They are new ways of teaching, learning and assessment. If they are to succeed, they need to complement formal education, rather than trying to replace it.

A Crowd learning: Crowd learning describes the process of learning [1]_____ the expertise and opinions of others, shared [2]_____ online social spaces, websites, and activities. Such learning is often informal and spontaneous, and may not be recognised [3]_____ the participants as a learning activity. In this model virtually anybody can be a teacher or source of knowledge, learning occurs flexibly and sporadically, can be driven [4]_____ chance or specific goals, and always has direct contextual relevance [5]_____ the learner. It places responsibility [6]_____ individual learners to find a path through sources of knowledge and to manage the objectives of their learning. Crowd learning encourages people to be active [7]_____ setting personal objectives, seeking resources, and recording achievements. It can also develop the skills needed [8]_____ lifelong learning, such as self-motivation and reflection [9]____ performance. The challenge is to provide learners [10]_____ ways to manage their learning and offer valuable contributions [11]_____ others.

B Seamless learning: Seamless learning (connecting learning experiences across the contexts of location, time, device and social setting) is [1]_____ (*move*) from research to mainstream adoption. Mobile technologies enable learners of all ages to operate across contexts, for example schools allowing students to bring their own devices. Pedagogy is [2]_____ (*emerge*), [3]_____ (*base*) on learners [4]_____ (*start*) an investigation in class, then [5]_____ (*collect*) data at home or outdoors, [6]_____ (*construct*) new knowledge with assistance from the software, and [7]_____ (*share*) findings in the classroom. There is also a broader notion of seamless learning [8]_____ (*arise*) from [9]_____ (*connect*) experience. Our activities online are increasingly [10]_____ (*match*) to our interests: search pages order responses based on previous queries; websites recommend content [11]_____ (*relate*) to our past viewing. The benefits are that personally relevant information may be ready to hand, but the danger is that we may come to believe that our views, preferences and connections are not just the most relevant, but all there is.

C Geo-learning: Sensors built into mobile devices, such as smartphones and tablets, can determine a user's location and provide context-aware educational resources in the surrounding environment. [1]*These / Those* can enable both formal and informal learning within physical 'real-world' settings. [2]*They / It* may also enhance and frame the subject matter being studied. For example, learning about an historical event could be situated in the place where [3]*that/those* event occurred, giving a rich sensory experience of being in the scene. Fieldwork activities have long encompassed 'geo-learning' as a way of providing information [4]*that / what* exploits the surroundings and landscape. Geo-learning is not new; however technologies sensitive to location, or embedded in objects near the learner, now allow greater mixing of digital information with the physical world, to produce 'blended spaces'. We need to consider carefully [5]*how / what* we employ [6]*these / those* opportunities for learning. Current theories are somewhat limited, but several approaches, including research into learning spaces, provide ways to model the richness of [7]*these / those* environments and our interactions within them.

queries: questions

encompassed: included
embedded: fixed firmly

Language focus

6 **Read Paragraph A of Text 1 again. Fill in the gaps with the prepositions in the box.**

with	from	to	to	through	by	by	in	on	on	for

7 **Read the Language Support box. Then complete Paragraph B in Text 1 with the correct form of the verbs given in brackets.**

Language Support: present and past participles

The present participle (verb+*ing*) is used for continuous tenses, e.g. *He is lecturing in Room 253.*

The past participle (verb+*ed*) is used with perfect tenses and the passive, e.g. *The schedule has been changed.*

Both participles are also used in short phrases that function as clauses. Compare these examples:

Working alone, he managed to complete the whole report. (The participle refers to the subject of the clause that follows.)

The article published last month completely changed the approach to the problem. (The past participle here stands for a relative clause: *The article which was published ...*)

8 **Choose the right word in Paragraph C of Text 1 from each pair in italics.**

9 **Complete these verb + noun collocations from Text 1. Check them in the text. In some cases, more than one option is possible.**

1 _____ responsibility on somebody to do something
2 _____ personal objectives
3 _____ on performance
4 manage _____
5 _____ the subject matter
6 employ _____
7 _____ learning

10 **Write questions for the following answers. Use phrases from Activity 9. The underlined words in the answers will help you to choose the phrases. The first one has been done for you.**

1 Hearing some personal stories made the subject matter more alive and relevant to the students.
What enhanced the subject matter for the students?
2 Oh yes, he is absolutely independent. He doesn't need a teacher to help him learn.
_____
3 Well, I've created a plan of further activities after thinking about the results.
_____
4 No, it was Prof. Bobkov who was put in charge of the experimental work.
_____
5 I decided that my goal was to get an article published by the end of the course.
_____

11 **Read Text 1 again and fill in the table with short notes. Some have been added for you.**

Learning model	Main concept	Learning activities	Features	Problems and challenges
Crowd learning	• *Learning from others*			
Seamless learning			• *Connected learning experiences* • *Personally relevant*	
Geo-learning		• *Doing fieldwork* • *Mixing digital information with the physical world*		

12 **Work in groups. Discuss the questions, using your notes in Activity 11.**

1 What are the advantages of each pedagogical model?
2 What limitations do these models have?
3 Could any of the models be applied to the teaching of your own subject?

13 **Work in groups. Prepare for a discussion about how the use of technology influences the teaching of your subject. Follow the steps below.**

1 Think of questions you would like to discuss. For example:
What are the advantages and disadvantages of using technology to teach your subject?
2 Agree on the three most important questions for the discussion.
3 Read these 'Ground Rules' for discussion. Do you agree with them? Are there any others you want to add?
- Use only English.
- Everyone should contribute.
- Listen carefully to what other people say and respond.
- Don't interrupt the speaker until he/she has finished.
- Control your voice and behaviour.
- Stick to the time limit.

4 Choose a discussion leader. This person's job is to start the discussion by asking the discussion questions, and to make sure everyone has a turn speaking. Discussion leaders should read the notes 'Leading a discussion' on page 166.

14 **Prepare what you are going to say in two minutes about the use of technology in your subject, based on the questions you agreed on in Activity 13. Think of examples of using technology. Note down your ideas.**

15 **Work in the same groups as in Activity 13 and discuss the questions you agreed on. Use what you prepared in Activity 14. Discussion leaders will start the discussion and make notes.**

Follow-up

16 **Discussion leaders summarise the points the groups made and report back to the whole class.**

Lesson 3 Your academic profile

Lead-in

1 Read the list of requirements that might be necessary for an international visiting professor. Rank them from the most important (1) to the least important (10).

- knowledge of a foreign language
- publications in the field of study
- experience in teaching
- previous international projects
- a good CV
- a strong track record in research
- awareness of cultural differences
- the ability to be open to other cultures
- good communication and presentation skills
- advanced technological skills

2 Work in groups. Discuss your ranking of requirements in Activity 1.

Listening

3 ⊙29 Listen to the first part of a radio programme about using technology in education and answer the questions.

1 How did the speaker know Professor Nellie Deustch?
2 How did she ask her for an interview?
3 What does the speaker thank her for?

4 ⊙30 Listen to Professor Deutsch's answers and write down the five questions you think she was asked.

5 ⊙30 Listen again and fill in the gaps with the phrases that help to paraphrase or expand on each idea.

1 I was able to use technology to reach each one of my students outside the classroom. _____, I connected with them from home ...
2 I started connecting my students with other teachers around the world, and that made it more exciting. _____, I took my students out of the classroom.
3 I was thinking about how I was going to reach my students and they were going to reach each other. _____, it became a socially engaging endeavour.
4 I was experimenting and I found the methods as a result _____, I wasn't learning from the literature that was available, I was doing what I felt was intuitively right.

6 ⊙31 Listen to the questions and compare them with those you have written in Activity 4. How would you answer the same five questions?

7 Work in groups. Discuss the questions below.

1 Would you like to be recognised internationally?
2 What can be done to promote your research/courses, etc.?

Reading

8 Read Texts 1 and 2 quickly and answer the questions. Ignore any specialist terminology.

1 What are these texts intended for?
2 Where might they have been published?

Text 1

Dr. Kirill V. Larin

Dr. Kirill V. Larin is an Associate Professor of Biomedical Engineering at the University of Houston. He also holds joint appointments at the Departments of Mechanical Engineering and Electrical and Computer Engineering at the University of Houston and Department of Optics and Biophysics at Saratov State University (SSU) in Russia.

Larin received his first M.Sc. in Laser Physics and Mathematics from the SSU (1995), his second M.Sc. in Cellular Physiology and Molecular Biophysics (2001) and Ph.D. in Biomedical Engineering from the University of Texas Medical Branch in Galveston (2002). His research contributions are in Biomedical Optics and Biophotonics and the development and application of various optical methods for the noninvasive and nondestructive imaging and diagnostics of tissues and cells.

Larin has authored more than 70 peer-reviewed journal and conference publications and chapters in several textbooks on Biomedical Optics. He is a member of the General Program Committee for the annual International Meeting on Optics, Laser Physics and Biophysics and currently a member of the Optical Society of America, American Society for Lasers in Medicine and Biology, and SPIE. His contribution to the field of optics was recognized by his nomination for the Russian Presidential Award. He has also received the Wallace Coulter Young Investigator Translation Award, the Office of Naval Research the Young Investigator Award, the Outstanding Young Investigator Award from the Houston Society for Engineers in Medicine and Biology, and the Herbert Allen Award from American Society for Mechanical Engineers.

Larin currently serves as an Instructor for short courses on Tissue Optics for the Optical Society of America.

Text 2

Dr. Peter Janiszewski

Dr. Peter Janiszewski is a medical writer and editor, published researcher, science blogger and an advocate of new media in scientific knowledge translation.

As a medical writer with an established record of working with international clients in Asia, Europe and North America, Peter produces accurate, creative, and engaging content in the form of peer-reviewed manuscripts, reviews, clinical reports, abstracts, book chapters, grant proposals, educational content, newsletters, slide decks, posters, websites, blogs, and online social media.

As a researcher, Peter has published numerous studies, reviews and commentaries in prestigious peer-reviewed medical journals on topics related to exercise, diet, obesity, diabetes, cardiovascular disease, oncology, and others. He has also presented his research at various international scientific conferences and acts as a peer-reviewer for various medical journals.

To aid in the dissemination of scientific knowledge, Peter also contributes articles for the popular press, health newsletters, and has appeared in national newspapers and radio. He blogs at Obesity Panacea and Science of Blogging and is the past Health/Clinical Research Editor for ResearchBlogging.org.

9 Read Texts 1 and 2 again and answer the questions.

1 What do these two people have in common?
2 What differences can you find in their professional and academic activities?

10 Work in groups. Share the ideas you had in Activity 9. Use phrases from the Language Support box 'comparison and contrast' on page 38 and the ones below.

They are both ... / They have both published / They both work ...

Dr Larin is ..., whereas Dr Janiszewski is ...

Language focus

11 Work in pairs. Answer the questions.

1 Three different verb tenses are used in Text 1. What are they? Complete the sentences with their names.
   a The _____ tells us about an action or state in the past.
   b The _____ tells us about an action or state in the present.
   c The _____ tells us about an action or state that began in the past and is connected to the present.
2 In Text 2, what is the connection between the first sentence and the three paragraphs that follow?
3 Why are these biographies written in the third person rather than the first person?

12 Read Text 3. What makes it different from Texts 1 and 2? What verb tense is used in this text? Why?

Text 3

Lev Vygotsky

Lev Vygotsky was born in Orsha, a city in the western region of the Russian Empire. He graduated from Moscow State University with a degree in law in 1917. He studied a range of topics there, including sociology, linguistics, psychology and philosophy. However, his formal work in psychology did not begin until 1924 when he attended the Institute of Psychology in Moscow and began collaborating with Alexei Leontiev and Alexander Luria.

Lev Vygotsky was a prolific writer: he published six books on psychology topics over a ten-year period. His interests were quite diverse, but often centred on topics of child development and education. He also explored such topics as the psychology of art and language development.

13 Find phrases in Texts 1, 2 and 3 that you can use to give information about the topics below and add them to the list.

- degrees: *to receive an MSc in ... from* _____
- positions: *to serve as* _____
- research area: *(his) contribution to the field of* _____
- publications: *to contribute articles for* _____
- awards: *to receive an award from* _____

14 Read the Language Support box. Add phrases to those you have written in Activity 13.

***Language Support:* writing a professional/academic biography**

... is a well-known researcher on issues relating to ...
In his/her capacity as head of ...
... has written a number of articles/books covering the significant issues in ...
... has researched and published widely on ...
... is known for his/her wide experience in ...
... is/was in charge of research projects on ...
... has taught ...

Follow-up

15 **Write a short professional biography (60–150 words), using the language presented in this lesson. Choose one of the options below.**

- Interview a colleague and write his/her biography.
- Write your own biography.

16 **Bring your biographies to class. Read the biography of one of your classmates and give feedback. Tick the criteria given in the checklist below.**

Checklist for a professional biography	
Overall impression	
Does the text describe the person positively?	
Does it present information clearly and concisely?	
Is it logically organised?	
Content	
Does the text contain the information about	
• positions?	
• degrees?	
• fields of interest?	
• publications?	
• membership of professional bodies?	
Language	
Does the author use the present perfect, past simple and present simple appropriately?	
Are capitals used for names, organisations, courses, etc.?	

Unit 2 Designing a syllabus in English

By the end of this unit you will be able to

- identify the sections of a syllabus
- write a draft syllabus, including clear learning outcomes, for a course you teach
- write a section about assessment in the syllabus for a course you teach

Lesson 1 What is a syllabus?

Lead-in

1 Work in groups. Discuss the questions.

1 Do you have a syllabus for your subject?
2 Who designed it?
3 How often do you refer to the syllabus?

2 Match words 1–3 with definitions a–c.

1 syllabus	**a** a plan of activities to be done
2 curriculum	**b** a plan showing the topics or books to be studied in a particular course
3 programme of work	**c** a document listing the group of subjects studied in an educational institution

Listening

3 32 Listen to the first part of a lecture on course design and answer the questions.

1 Where does the word *syllabus* come from?
2 What are its plural forms?

4 32 Listen again and complete the definition of the word *syllabus*.

A syllabus is a brief _____ or _____ of the _____ covered in an _____.

5 Work in groups. Make a list of the functions a syllabus has.

to inform students of the aims of the course

6 33 Listen to the second part of the lecture. What functions of a syllabus does the speaker mention? Compare them with the functions you listed in Activity 4.

7 33 Listen again and answer the questions.

1 How does the speaker signal the introduction of each function?
2 Is the speaker's style of presentation formal or informal? How do you know?
3 How does the speaker involve the audience?

Reading

8 Match words 1–6 with definitions a–f.

1	assignment	**a**	a description of the main facts about something, for example, a new plan or idea
2	attendance	**b**	a result that you have achieved
3	grading	**c**	giving a mark to a student's piece of work
4	outcome	**d**	a piece of work given to students as part of their studies
5	outline	**e**	presence at a conference, class or similar event
6	aim	**f**	the purpose of doing something

9 Complete the sentences using words 1–6 from Activity 8.

1 The seminar _____ may be detailed or not, depending on your expectations of students' background knowledge.
2 Explain the _____ scale, indicating the weight of each component, such as homework, papers, exams or reports.
3 Explain in detail the policy concerning class _____ .
4 Learning _____ describe what students will be able to do or will know when they have completed a course.
5 Briefly describe the nature and format of the coursework _____ .
6 The _____ of the course is to provide an overview of some of the fundamental principles behind nanotechnology and nanomaterial.

10 Generally, a syllabus contains a number of sections. Match extracts A–G from the syllabus sections of two courses with the corresponding names of sections 1–10. Three sections do not have matching extracts.

1 Course title
2 Contact details of the tutor
3 Course description
4 Course aims
5 Student learning outcomes
6 Outline of content
7 Assignments
8 Attendance policy
9 Grading scale
10 Required reading

A

☐ Oral communication 20%
3 Papers 60%
Final project on food ethics 20%

☐ There are 3 tests and a project. In addition, each term will have a final exam. The final mark is the average of the final marks for term 1 and term 2.

B

☐ It is important that students participate in, and engage fully with all scheduled activities such as lectures, workshops and seminars. Attendance is therefore regarded as essential.

☐ Attendance at **all** lectures is **required**. Lab calculations are necessary for the final project.

C

- [ ] The course is designed to improve students' ability to:
  - identify moral and political issues and interpret arguments relevant to food choices and policies;
  - gather and evaluate information relevant to these issues.

- [ ] The purpose of the course is to provide students with an introduction to quantitative techniques and their applications in the context of international and business problems.

D

- [ ] Session 1: Introduction

  Sessions 2–6: Overview of Issues and Challenges

- [ ] Weeks 1&2: Matrices

  Weeks 3&4: Introduction to linear programming

E

- [ ] This course introduces students to quantitative techniques and their applications in the context of international and business problems. In addition, the course is designed to enable students to study the principles of constructing econometric and non-econometric models and how these models can be used in various practical contexts. Relevant research outcomes utilising these techniques would be highlighted.

- [ ] This course explores the values (aesthetic, moral, cultural, religious, prudential, political) expressed in the choices of food people eat. It analyses the decisions individuals make about what to eat, how society should manage food production and consumption collectively, and how reflection on food choices might help resolve conflicts between different values.

F

- [ ] Lectures: 2 sessions a week, each session 1 hour

  Reading, discussing and writing about the assigned readings are the central activities of this class. There is a reading assignment for each lecture. Some are quite difficult and demand careful study.

- [ ] Students will have a two-hour session each week. In some weeks, this takes the form of a one-hour lecture and a one-hour tutorial/laboratory session or tutorial presentation on using statistical packages. The assigned lab tasks will lead to a final course project.

G

☐ By the end of this course, students will be able to:
- interpret and analyse information in numerical form
- make effective use of statistical and other packages

☐ By the end of the course students will have demonstrated their ability to:
- evaluate information relevant to the issues of food choices and policies
- utilise normative frameworks for making moral decisions with regard to food choices and policies.

11 **Work in pairs. The extracts in Activity 10 are taken from two different syllabuses. Write 1 or 2 in the boxes in each extract to show which syllabus each comes from:**

1 Statistics and Research Methods
2 The Ethics of Food Choice

What clues helped you to decide?

Language focus

12 **Read the Language Support box. Change the phrases with *of* or *on* below into two or more nouns together. The first one has been done for you.**

1 the design of engines of aircraft *aircraft engine design*
2 an operation on cataracts _____
3 erosion of the land _____
4 the features of the product _____
5 the department of management and finance _____
6 the results of the research _____
7 a list of references _____
8 the policy of the university _____
9 a block of offices _____
10 a leader of a team _____

Language Support: two nouns together

Very often two nouns can be used together. The first noun usually tells us what kind of thing the second noun is, e.g. *a computer virus* is a kind of virus. The first noun is always singular, e.g. *a shoe shop* (a shop of shoes), *a document folder* (a folder for documents).

The rules for article use apply to two nouns together too: *a* for the first mention of a countable noun phrase, the for a specific noun phrase, and 'zero' article for a general, uncountable noun phrase or a plural noun phrase.

13 **Read the course titles. What do you notice about the language and the use of articles in them?**

- Financial Engineering and Risk Management (Part 1)
- Applications in Engineering Mechanics
- E-learning and Digital Cultures
- Data Management for Clinical Research
- Introduction to Environmental Law and Policy
- Foundations for Virtual Instruction
- Game Theory

14 **Write the English title(s) of a course or courses you teach.**

Follow-up

15 **On the internet, search for a course syllabus similar to one you teach. Follow the steps below.**

1 Compare the sections in the syllabus you have found with the examples in this lesson.
2 In the description of the syllabus, choose phrases that can help you write your own syllabus.

16 **Work in pairs. Discuss the questions.**

1 What kind of syllabus have you found? Which university offers this course?
2 Is the structure of the syllabus you have found similar to the two presented in this lesson? If not, what are the differences?
3 Is the structure of the syllabus different from the requirements in your university? If yes, what are the differences?

17 **Work in pairs. Exchange the list of phrases you wrote down in Activity 15. From your partner's list, choose the phrases you may need for writing your syllabus later in the unit and add them to your own.**

Lesson 2 A syllabus that works

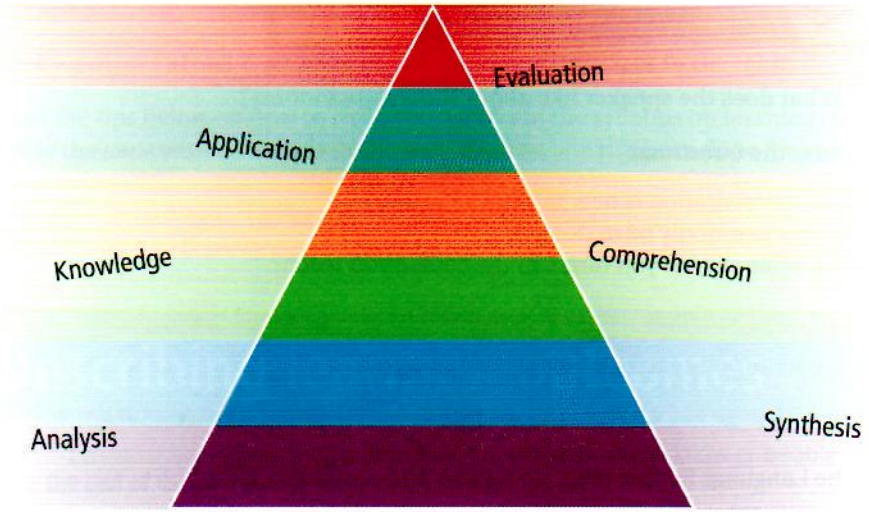
Lead-in

1 Tick the statements about syllabus design that are true for you.

- I have written a syllabus in my mother tongue, but I have never written a syllabus in English.
- When I had to write a syllabus in English, I had to do it from scratch.
- I just filled in a template.
- I found a similar course on the internet and adapted its format and content to my needs.
- I translated the existing syllabus from my native language into English.

Listening

2 Work in pairs. Place the words in the pyramid. Explain the sequence.

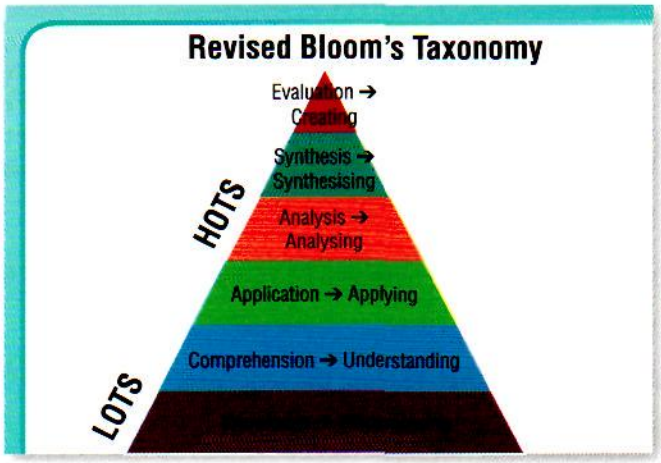


3 34 **Listen to the first part of a presentation explaining an educational model and answer the questions below.**

1 What is the full name of the model?
2 Who was the author of the model?
3 When was the model developed?
4 How many main domains are there in the model?
5 What is a taxonomy?

4 34 **Listen again to check the sequence you created in Activity 2.**

5 35 **Listen to the second part of the presentation. Look at the slide from the presentation and find two differences between the slide and what the speaker says.**



6 35 **Listen again. What does the speaker like about Bloom's taxonomy?**

7 Work in groups. Discuss the questions.

1 What information in the presentation is new to you?
2 How useful would Bloom's taxonomy be in designing your course?
3 What levels of thinking skills will/do you target in the course you teach?

Language focus

8 Write the aims of the course you teach. Follow the steps below.

1 Look again at Extract C on page 126 and identify the phrases used for describing course aims.
2 Add the phrases to the Language Support box.

Language Support: stating goals/aims

The course aims to (infinitive) ...	The course has the following objectives: (1) ...
The course is aimed at verb+*ing*	The overall goal of the course is ...
_____	_____

3 Use the phrases in the Language Support box to write your aims.

This programme aims to enhance participants' understanding of academic practice in higher education.

9 Read these sentences taken from course descriptions. Complete the table with phrases from them. The first one has been done for you.

1 The course equips students with knowledge about language description.
2 The course explores how Americans have confronted energy challenges since the end of World War II.
3 The course acquaints students with guidelines that help them create well-crafted academic communication.
4 The course focuses on a wide range of subjects within the field of education and related areas.

5 This course examines how and why communication evolved as a science.
6 This class develops students' skills in qualitative analysis and presentation.

Verb + something	Verb + *how* + clause	Verb + preposition + something	Verb + somebody + preposition
			equip students with

10 Look again at Extract E on page 126 and add more phrases to the table.

11 Read the tips below on how to write the section in the syllabus on learning outcomes. Complete the gaps with the words in the box. The first one has been done for you.

behaviour knowledge action verb ~~learning outcomes~~
attitudes skills achievement purpose

Describing learning outcomes

- [1] *Learning outcomes* *should describe what students should know or be able to do at* the end of the course that they couldn't do before.
- When describing learning outcomes, focus on student performance, [2] _____, and [3] _____, not teacher activity.
- Good learning outcomes shouldn't be too abstract (e.g. 'the students will understand what good literature is'); too narrow (e.g. 'the students will know what a ground is'); or be restricted to lower-level cognitive skills (e.g. 'the students will be able to name the countries in Africa').
- Learning outcomes should support the overall [4] _____ of the course.
- Learning outcomes should be assessable.
- Experts often talk about using the abbreviation 'SKA' to frame learning outcomes for the course
  [5] _____ : what students should be able to do
  [6] _____ : what students should know and understand
  [7] _____ : what the students' opinions will be about the subject matter of the course by the time it is completed.
- Identify what the students should gain throughout the course by writing sentences that begin as follows
  By the end of the course, students will be able to …
  and then supplying a strong, [8] _____ .
- Words or phrases such as *know, think, learn, remember, understand, be aware of, be familiar with* and *have knowledge of* are NOT measurable and should be avoided.

12 Read the examples of learning outcomes. In each example, underline the action verbs and the nouns that go with them. The first one has been done for you.

1 Students will have acquired the skills of evaluating educational research critically.
2 Students will be able to use technology effectively in the delivery of instruction, assessment and professional development.
3 By the end of the course, students will have demonstrated the ability to describe the impact of research and other accomplishments in space technology based on scientific theories and principles.
4 Students will be able to explain a variety of electromagnetic phenomena in terms of a few relatively simple laws.
5 By the end of the course, students will be able to compare qualitative data systematically by selecting appropriate strategies.
6 Students will have demonstrated their familiarity with different ways of interpreting research findings.
7 Students will be able to design spam filtering software.

13 *This table summarises the categories in the revised version of Bloom's taxonomy.* Put the verbs you underlined in Activity 12 into the appropriate column.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
list	summarise	carry out	structure	experiment	produce
find	exemplify	implement	arrange	test	construct
recognise	classify	execute	question	monitor	plan
.....	.....	.....	.....	.....	.....
	.....				

14 Work in pairs. Follow the steps below.

1 Prepare six cards for your partner. On each card, write two questions about the subject you teach for each level of the revised version of Bloom's taxonomy. Use the verbs in Activity 13 where possible.

What research methods are used widely in the field of sociology?
Which research methods are most appropriate in sociology and why?

2 Read the questions on each of your partner's cards. Decide what level in the revised taxonomy they belong to. Check with your partner.

What research methods are used widely in the field of sociology? (remembering)
Which research methods are most appropriate in sociology and why? (evaluating)

Follow-up

15 Prepare to write a draft of a course syllabus (maximum length: one page). It could be the one you named in Lesson 1 (see Activity 14 on page 128). Follow the steps below.

1 Revise the language of Lessons 1 and 2 and the phrases you chose in Activity 15, Lesson 1 on page 128.
2 Write a draft of the syllabus. Focus only on Sections 1–6 that are in the list in Activity 10, Lesson 1 on page 125.
3 Edit and proofread your draft. Bring it to class.

16 Work in pairs. Exchange the syllabuses you have written. Read your partner's syllabus and give feedback. Use the questions below as guidelines.

- Are the goals clear?
- Can the learning outcomes be assessed?

Lesson 3 Assessment

Lead-in

1 Work in groups. Discuss the questions.

1 How many times have you been assessed professionally since your graduation from university?
2 Do you think you will be assessed in the future? If yes, how?

Reading

2 Read Text 1 and give it a title. Compare your title with your classmates' suggestions.

Text 1

Although there are very many assessment methods, the most commonly used in higher education still tend to be the essay and/or the traditional timed examination, either in the format of MCQs, (multiple choice questions) or short answers, or mathematical problems. Obviously, choosing an appropriate task to assess students' achievements is not easy. The primary goal is to set assessment tasks that support learning and help students to achieve the learning outcomes of the educational programme. In other words, the method of assessment should be relevant to the learning outcome it is supposed to test. For example, if we want to test students' ability to assess and manage information, then an annotated bibliography, a project or a dissertation would be appropriate, but if we are more concerned with students' communication skills, an oral presentation, a discussion, or a role play might be the best assessment options. Observation of real or simulated professional practice or a lab report can be relevant to evaluate science students' laboratory skills. Now computer-based assessment is increasingly being used in many institutions. It is thought to be motivating to students, enabling them to practise discipline-specific skills and abilities.

3 Which problem with assessment is mentioned in Text 1? Is it a problem for you?

4 Read Text 1 again and make a list of possible assessment tasks. You will need them later in the lesson.

Listening

5 36 Listen to a lecture on assessment and answer the questions.

1 What is the difference between formative and summative assessment?
2 What does the choice of an assessment task depend on?
3 What should students be clear about when they are assessed?

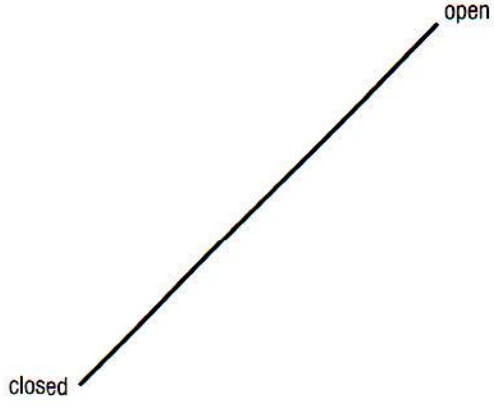
6 36 Listen again and add more assessment tasks to the list you started in Activity 4.

Language focus

7 Read the phrases in the box. Classify them into two groups and give each group a heading.

Could you stop there for a moment?
Could I just add that ...?
May I interrupt you for a moment?
Can I break in for a second?
I'd just like to point out that ...
Sorry for interrupting, but may I put in a word?
Before you go on, let me make a point ...
There's something else I'd like to say ...
I'd like to add that ...
What I'd also like to say is ...

8 Work in groups. Go back to Activities 4 and 6 and put the assessment tasks on a continuum from more 'closed' (objective) types to more 'open' (subjective) types. While discussing where to put them, use the phrases in Activity 7.



9 Read these final learning outcomes and choose the most suitable assessment tasks from your list.

By the end of the course students will demonstrate an ability

1 to develop software
2 to compare economic events
3 to determine the most effective strategy for a company entering an international market
4 to define the different medications according to their composition and applications
5 to apply formulae to mathematical problems

Reading

10 **Read the extracts from different syllabi (A–C) and match them with courses 1–3.**

1 Introduction to Programming
2 Financial Markets
3 Introduction to Public Speaking

A _____

Assessment methods will seek to relate current academic and practitioner thinking to the changing demands of financial markets.

The assessment tasks will include:

- a report on a case study (Module 1)
- a group presentation (Module 2)
- a research project (Module 3-5)

Students should demonstrate:

- evidence of the breadth of research supported with references to theory
- currency of thought
- evidence of critical reflection
- clarity of argument

B _____

Students' grades were based on the following scheme:

15% Lab average

5% Homework

30% Three programming projects

30% Three tests

20% Final examination

C _____

The course assignments and activities are:

Video lectures and follow-up quizzes: Most of the course content is delivered through video lectures focused on specific aspects of speaking in public. Quizzes are embedded after each video to reinforce basic knowledge of certain concepts and argument structures.

Samples Analysis: In order to refine their skills, students are required to examine and discuss sample speeches and speakers' behaviour. Discussion forums aim to facilitate sharing ideas and learning from your peers.

Peer Assessment Tasks: There are three options for a final course assignment: an impromptu, informative or persuasive speech. All students are asked to record and post videos of their speeches and also provide feedback on at least two speeches of their peers.

11 **Work in groups. Discuss the questions. Use phrases from Activity 7 in your discussion.**

1 What is assessed in each course: skills or knowledge?
2 What forms of assessment are used?
3 How do these three texts differ in their format? Why do you think they use different formats?
4 Compare these English-medium assessment specifications with those in your subject in your own language. What are the similarities and differences?
5 What tasks do you use to assess your students' achievement of learning outcomes?
6 In your subject, do you assess mainly knowledge or skills?

Language focus

12 **Read the samples generated by a concordancer. Answer the questions.**

concordancer: a software program that generates sentences with a particular word in them

1 What verb form follows *a means of, a way of* and *involve*?
2 What adverbs collocate with *evaluate*?
3 Can the verbs *assess* and *evaluate* be used without an object?
4 What verbs collocate with the noun *task*?

.....a means of **assessing** the work of .....
.....being able to **assess** data you 're .....
.....communication skills are **assessed** and there 's .....
.....reasonable way of **assessing** this exercise is .....
.....that does involve **evaluating** board position .....
.....should be formally **evaluated** before making a decision .....
.....*colleagues who will* ***evaluate*** *it critically* .....
.....after practising a **task** over and over .....
.....perform both these **tasks** in order to .....
.....depending on the **task** you have different .....
.....group discussion **task** during class .....
.....to do the **task** just talking through .....

13 **Imagine that you're teaching a class in English. What would you say in class if you wanted to explain**

- how students are going to be assessed at the end of the course?
- what knowledge/skill will be tested?

Use phrases from Activity 12, if appropriate. Start your explanations with

You're supposed to ...
You'll be required to ...
You'll have to ...
You'll be expected to ...
You should be able to ...

You'll have to find a means of assessing the effectiveness of the company decision.
You're supposed to do all the tasks assigned in the lab.

14 Work in groups. Try your instructions on the other members of your group. Ask them whether your explanations were clear. Use the language in the Language Support box.

Language Support: checking understanding / showing understanding

Checking understanding
Can you follow me?
Are you with me?
Are you all clear about what you have to do?

Lack of understanding
Sorry, I didn't get it.
It's not clear, I'm afraid.
Could you explain it again?

Showing understanding
I see.
I've got that.
OK/All right.
That's clear now.

Follow-up

15 Write the Assessment section in a syllabus for a course you teach. Use the language presented in this lesson.

16 Work in pairs. Share your Assessment section with your partner and ask for feedback.

Unit 3 Using English as the medium of instruction

By the end of this unit you will be able to

- write a post with an announcement of your course
- give definitions and instructions to students
- use the language of sequencing to describe the stages of preparation for a class you teach

Lesson 1 Presenting your syllabus

Lead-in

1 Work in groups. There is a trend nowadays in the global educational world to 'sell' institutional or an individual's courses online. Discuss the questions.

1 What is your attitude to this trend?
2 Is it necessary to have a blog or a personal/institutional site? What for?

Listening

2 37 Listen to a presentation of a course. Answer the questions.

1 When could this presentation have been made?
2 Who are the audience?
3 What is the purpose of the presentation?

3 37 Listen again. Complete the table about the course.

Course title	
Requirements	
Course length	
Types of assessment	
Type of course	
How to enrol	
Deadline for enrolment	

4 Work in groups. Discuss the questions.

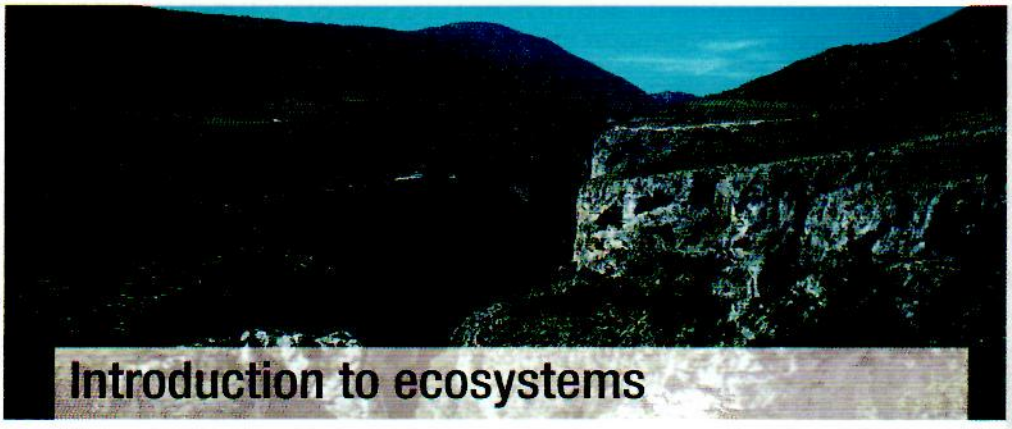
- Do you think students will be motivated to take the course after the presentation? Why? / Why not?
- Have you ever presented your courses? If yes, what points did you highlight?

Reading

5 Read Text 1 quickly and answer the questions.

1 Where does this text come from?
2 What kind of text is it?
3 How many sections are there in it?

Text 1



Introduction to ecosystems

Gain an understanding of the natural world, how the web of life works, with illustrations from around the world.

ABOUT THE COURSE

If we don't grasp why ecosystems function, it becomes harder to determine possible reasons for when they don't, and makes it difficult to identify possible environmental threats to humans. In this course you will discover how organisms are linked together by complex interrelationships, how such links are studied and how the physical properties of a particular habitat interact with the organisms that inhabit it. Using case studies, you will come to learn how knowledge of ecosystems leads to understanding of their individual importance, and how they can be preserved.

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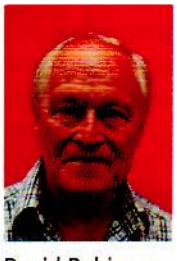
EDUCATORS



David Robinson

REQUIREMENTS

This course is intended for those with an interest in natural history, conservation or the environment and does not require any previous experience of studying these subjects.

SHARE

6 **Read Text 1 again and complete the sentences below in your own words.**

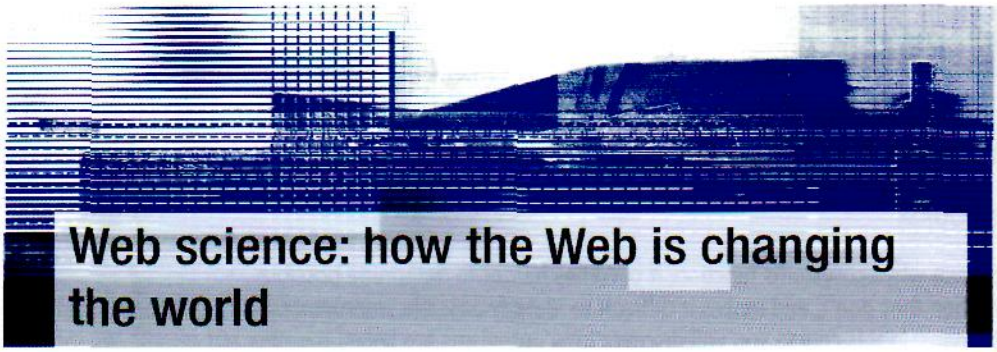
1 This course is suitable for _____.

2 Participants in the course will learn _____.

3 Case studies will show _____.

7 **Read Text 2. Compare Texts 1 and 2. Look at the sequence of information, layout, paragraphing and length. Are they similar or different? In what ways?**

Text 2



Web science: how the Web is changing the world

Explore how the Web has changed our world in the past 25 years and what might happen next.

ABOUT THE COURSE

You may be an avid user of the Web but this introductory course in Web Science will help you to understand the Web as both a social system and a technical system: a global information infrastructure built from the interactions of people and technologies.

We will examine the origins and evolution of the Web, and consider key questions of Security, Democracy, Networks and Economy from both computational and social science perspectives.

By following this course, you will have a greater understanding of the Web and begin to develop skills for the digital era – skills that are useful for everyday life and widely sought by the technology driven employers of today.

This is the start of a journey that could help you to shape the future of the World Wide Web.

8 **Work in pairs. Discuss the questions about Texts 1 and 2.**

1 What is the function of the section coming just after the title in both texts?
2 Which verb form occurs in this section? What is its function?

9 **Write one sentence to encourage students to enrol on your course. You can use verbs such as *join, find out, discover, learn, explore, uncover*, etc.**

10 **Read the extracts below from online advertisements for different courses. Write *AG* if the extract is from the attention-getter section, *I* if it is from the information about the course section or *ER* if it is from the enrolment requirements section.**

1 The course is pitched at first-year undergraduate level.
2 To prepare for the course, join us on Twitter or in blogging with the hashtag #FLsustain.
3 Everyone enrolled in Designing Cities will be expected to complete three assignments. These will be posted on the course site and they will be in the form of peer assessments.
4 Discover the basic fluid dynamics concepts behind aircraft analysis and design.
5 The course will combine video introductions, on-screen examples, articles and discussions to help you understand the principles behind computer programs.
6 Explore how to identify and develop great ideas into great companies.
7 Join us on an exploration to uncover new technology tools to connect your classroom and students to the Common Core.

Language focus

11 **Work in pairs. Fill in the gaps with the correct prepositions. Then go back to Texts 1 and 2 and check your answers.**

1 The course is intended _____ intermediate-level students.
2 Have you read the introduction _____ the third edition?
3 Tim did a three-year course _____ linguistics at Newcastle.
4 The reason _____ the disaster was engine failure, not human error.
5 The course will appeal to anyone with an interest _____ world affairs.
6 He writes _____ a Marxist perspective.
7 Reducing speed limits should lead _____ fewer deaths on the roads.

12 **What verb form is underlined in Texts 1 and 2? Why is it used in the texts?**

13 **Read the Language Support box. Then complete sentences 1–6 with either *will* or *be going to* and the verbs in brackets.**

Language Support: *will* and *be going to* for predictions

Be going to is used to make firm predictions when there is a strong evidence for them, e.g. *It's going to rain.* (There are clouds in the sky.)
Will is used to make predictions that aren't based on evidence, but may be true in the future, e.g. *I think he will get this grant.*
In many cases, however, it is possible to use either *be going to* or *will*, e.g. *I don't think the present government will / is going to win the next election.*
Will is more often used in writing. In speech, both *'ll* and *be going to* are used.

1 Look at all those students. The room _____ (*be*) full for his lecture.
2 MOOC platforms _____ (*allow*) students to connect directly with employers, I think.
3 It _____ (*be*) a difficult meeting. There are lots of problems to discuss.
4 His presentation _____ (*attract*) a lot of people. The title is so catchy.
5 She She isn't enjoying her work. I think she _____ (*leave*) the university.
6 National authorities _____ (*recognise*) international qualifications, I hope.

Follow-up

14 **Imagine that you have been asked to promote your course on MOOC. Write a post with an announcement of your course (maximum 180 words). Follow the structure below. Use phrases from the texts and activities in this lesson. You can refer to the syllabus you have written in Unit 2. Remember, however, that the style here is less formal.**

- the course title
- an attention-getter
- some brief information about the course
- the enrolment requirements

15 **Work in pairs. Give the text of your announcement to your partner. Provide feedback to each other using the questions below as guidelines.**

- Is the text clear?
- Is the information interesting?
- Is the language accurate?
- Are all the structural elements included?

Lesson 2 Giving definitions and instructions

Lead-in

1 Read the definitions and say what is wrong with them.

- Transformation is a kind of way of making one thing look like another.
- Company acquisition is when one company acquires another.
- A quince is a type of apple that people make jam with.

2 How often do you give definitions in your classes? What do you usually have to define?

Writing

3 Work in pairs. Read three definitions of the word *curriculum* and identify patterns for definitions.

- A curriculum is a document which lists and describes all the subjects learned in a school, college or university.
- A curriculum is a document listing and describing all the subjects learned in a school, college or university.
- A curriculum is a document designed to list and describe all the subjects learned in a school, college or university.

4 Complete definitions 1–6. Use the given words in the same order, adding appropriate phrases from the Language Support box below. The first one has been done for you.

1 physics /matter and energy /effect
Physics is the study of matter and energy and their effect on each other.

2 a project / a subject / a period of time
_____

3 Cu / chemical / copper
_____

4 a portfolio / documents / represent / somebody's work
_____

5 a blog / online diary / someone / express views / record experiences
_____

6 assessment / evaluate / somebody's work
_____

7 a barometer / measure / atmospheric pressure
_____

Language Support: defining

X is a kind/sort of ...	X is the symbol for ...
X is the study of ...	X is a means of verb+*ing*
X is a collection of ...	X is a device used for verb+*ing*
X is an element of/for ...	X is an instrument of/for verb+*ing*

5 Write definitions of three key terms from the subject you teach. Use the three different patterns in Activity 3.

6 Work in pairs. Read out your definitions from Activity 5 without saying the terms. (Just start with *It is ...*) Ask your partner to guess the terms. If necessary, try several times. *Use the phrases from the Language Support box below.*

Language Support: asking for clarification and clarifying

Asking for clarification	Clarifying
Can it be defined as ...?	In other words ...
Sorry, could you say that in a different way?	To put it another way ...
Are you saying that ...?	What I'm trying to say is ...

Reading

7 Work in pairs. Read these tips for giving instructions and rank them from the least important (1) to the most important (7).

Text 1

How to give instructions

You will need to have a repertoire of ways of giving instructions in practical classes such as workshops, lab work, etc. The development of this skill of giving instructions will also be relevant to you if you want to make your lectures more interactive. Effective instructions will help your students to better understand what you expect them to do.

1 Think of different techniques to attract students' attention, for example clapping your hands or knocking on a desk.
2 The best way to tell students how to do something is to actually do it yourself.
3 Always give instructions in the same language. Use commonly used words and short, simple sentences.
4 Avoid multi-layered instructions. Instructions should be divided into small chunks according to the different phases of the task that students have to perform.
5 Choose where to stand in the room when giving directions, for example stand close to the students who have difficulty in following you. In this way, you will be able to control them.
6 Check for understanding by asking questions related to the instructions.
7 Make the instructions sound polite. Use modal verbs and imperatives appropriately.

8 Work in groups. Discuss the order in which you have put the tips in Text 1.

Listening

9 Read the list of phrases below and identify the function (a–c) of each. Put the letter of the function next to each phrase.

1 Before you begin, you should ...
2 I would start by ...
3 After that, ...
4 Once you've done that, then ...
5 To begin with, ...
6 What I'd like you to do is ...
7 When you finish that, then ....
8 You'll have to ...

a explain the task in general terms
b explain how to get started
c explain how to continue

10 38 **Listen to the explanation of how ed.ted.com works. Put the steps below in the order the speaker mentions them.**

- Find a suitable video
- Create a discussion
- Set the context or learning objectives
- Register
- Check comprehension
- Add articles, references, links, etc.

11 38 **Listen to the explanation again. Add the phrases that the speaker uses to Activity 9.**

12 Work in groups. Discuss the questions.

1 Would you like to use ed.ted.com in teaching your subject in English? Why? / Why not?
2 How can students benefit from such classes?
3 What are the advantages and disadvantages for a teacher?
4 What similar online tools do you use in your classes?

Reading

13 Read Text 2. Answer the questions.

1 Where might this text appear?
2 Who are the instructions intended for?

Text 2

Registration

ALL new students must register online and full-time students must also confirm their attendance in person.

1. Online registration

Online registration opens three weeks before your start date. To register you should go to the university web portal.

Log on with the temporary username and password you used for the Applicant's Portal. If you were not given your temporary username and password you [1]_____, contact the Student IT Helpline by email or phone. Contact details are on the back page of this booklet.

You will be shown a series of screens and asked to confirm or amend the details the University holds for you. At the end of the process (there may be a delay of up to 24 hours) you will be issued with your University username and password which will allow you access to all the University's Information Services, including email.

2. Full-time students

Full-time students [2]_____ also confirm their attendance in person to complete the registration process. Full details of this process are available on the University's registration webpage.

14 Read Text 2 again. Answer the question.

How is the language of this written instruction different from the language in the explanation you listened to in Activity 10?

Language focus

15 Read the Language Support box below. Fill in the gaps in Text 2 with the modal verbs *must* and *should*.

Language Support: *must* and *should*

The modal verb *must* expresses obligation and is often used in regulations, e.g. *You must always follow the safety rules when working in the lab.*

The modal verb *should* is used to make recommendations, e.g. *You should use an up-to-date anti-virus program on your computer.*

16 **Read the sentences below and decide whether they are obligations or recommendations. Then fill in the gaps with *must* or *should*. Use the negative forms, if necessary.**

1 Laboratory equipment _____ be renewed regularly, if finance permits.
2 All students _____ read the document regarding emergency procedures prior to the first laboratory class.
3 You _____ keep the work area clear of all materials except those needed for your work.
4 You _____ wash your hands thoroughly after a lab session.
5 You _____ eat, drink or smoke while working in the laboratory.
6 You _____ be careful not to draw too many conclusions from a single experiment.
7 You _____ look into any laser beam. It's dangerous.
8 You _____ read the labels carefully.
9 You _____ wait until the same experiment has been successfully replicated.

17 **From the list below, choose two situations suitable for your class. Think of an instruction for each situation. Use the tips in Activity 7.**

1 Draw students' attention to a visual and say what to do with it.
2 Refer students to the list of background reading and say what to do with it.
3 Ask students to work in pairs/groups and set a task.
4 Ask students to submit a paper/task by a certain deadline.
5 Ask students to start finish an activity.
6 Ask students to pay attention to a definition and ask them to write it down.
7 Any other situation that arises in your teaching context.

18 **Work in groups. Take turns and try your instructions out on each other.**

Follow-up

19 **Prepare some instructions (lasting 1–2 minutes) for your students. Choose an option below which is appropriate for the subject you teach. Use the language of the lesson.**

- Give some detailed instructions for a lab activity.
- Set a task for a seminar.
- Put students into groups for a project and explain what they have to do.
- Show students how to use a web tool.
- Instruct students in any other situation that arises in your teaching context.

20 **Work in groups. Take turns to give your instructions. Your classmates will play the role of students and ask you questions.**

Lesson 3 Planning makes perfect

Lead-in

1 Work in groups. Discuss the questions.

1 Have you ever taught a class that was totally unplanned?
2 If so, what was the result?

Language focus

2 Match the types of class (1–6) with their descriptions (a–f).

1 lecture	**a** a way of teaching through informal interaction in a group of about 20 students; a group discussion allows deeper investigation of the topic; students are asked to present their views on certain topics
2 seminar	**b** a way of teaching that allows more individual student attention; arranged as a small 'class' or an individual consultation with a teacher; it often has a specific focus, e.g. a close study of a text
3 workshop	**c** practical work conducted by a student or a group of students outside, rather than in a laboratory or in class
4 tutorial	**d** a formal presentation to a large group of students; a way of conveying information about a subject, usually with the use of visual aids and handouts; students take notes and ask questions
5 lab work	**e** working on practice-oriented assignments which are usually scheduled after lectures and discussions; students work under the supervision of a teacher or on their own; usually devoid of any kind of discussion
6 fieldwork	**f** a teaching session often with a practical focus; it is likely to involve hands-on activity around a task as well as structured group work; students engage in intensive discussion of a particular subject or project

3 Work in groups. Discuss the questions.

1 Which of these types of class do you use in your course?
2 Which of them do your students find most effective?

Listening

4 39 Listen to a lecturer in intercultural communication talking about how she prepares for a lecture. Number the steps below in the order she mentions them.

- identifying students' needs and interests
- choosing types of activities
- observing and collecting real-life ideas
- thinking of ways of involving students
- background reading

5 Work in pairs. Discuss the questions.

1 How often do you have to improvise during a lecture? When do you improvise?
2 How is the balance between preparation and improvisation different when you lecture in your own language and when you teach through the medium of English?

6 Work in groups. Share ideas on how you prepare for a lecture. Start your sentences with the phrases below.

- What I usually do is ...
- What works very well for me is ...
- I think that the most effective way is ...

Reading

7 Read the statements and tick the column which is true for you.

Statement	always	often	sometimes	never
1 I use different visuals in my classes.				
2 I give handouts of my lectures before the class.				
3 Before the class I post tasks and my presentation online.				
4 I ask students to take notes in class.				
5 I give students background reading before the class.				

8 Read the first and the last paragraphs of a blog post below (Text 1) quickly. Identify the research topic and its major results. Why are these parts of the text important?

Text 1

Wednesday, 7 July, 2010

therefore rather than by contrast

The common-sense arguments for and against providing students with slide handouts before a lecture are well rehearsed. Having the handouts means students need take fewer notes, [1] _____ allowing them to sit back and actually listen to what's said. Withholding the handouts, [2] _____, encourages students to make more notes, perhaps ensuring that they're more engaged with the lecture material [3] _____ mind-wandering.

even when still however

'The data reported here represent only a first step and do not resolve this issue,' the researchers concluded. 'In no case, [4] _____, did having the handouts during a lecture impair performance on the final tests. [5] _____ there were no differences in final test performance, students [6] _____ benefited in the sense that they reached the same level of learning with less work.'

rehearse: repeat

impair: make worse

9 Read Text 1 again. Fill in the gaps with the words in the boxes. Why are they necessary?

10 Read the main body of the blog post (Text 2) quickly. What do these numbers refer to?

1 74% **2** 50% **3** 21% **4** 29% **5** 12 minutes

Text 2

A To find out what really works better, Marsh and Sink had several dozen students watch a few 12-minute videos of real-life PowerPoint science lectures. Sometimes they were given the handouts for use during the lecture; other times the handouts were only provided later. Half the students were subsequently tested on the lecture material after a 12-minute delay; the other students were tested a week later. In both cases, a few minutes before testing, the students were allowed to review their own notes and the handouts (for some of the lectures, this was the first time the handouts were provided). The key finding is that having handouts in the lecture versus only receiving them at the review stage made no difference to test performance. Although the students who had the handouts in-lecture made fewer notes, this didn't harm their test performance at either the 12-minute or 1-week delay.

B The findings provide preliminary evidence that lecturers should *provide their students with handouts during the lecture. Regarding* the more extensive note-taking that took place when handouts were held back until after a lecture, the researchers speculated that this was 'unlikely to be a deep encoding task', which would normally be expected to aid memory retention, and may instead have acted merely as a distraction.

C A follow-up study with 34 students was identical to the first but the testing only took place 12 minutes after the lectures and this time the review session was self-paced for half the students but just two-minutes long for the others. Students provided with handouts during the lectures again took fewer notes but this time they actually out-performed those who only received the handouts after the lectures.

D Elizabeth Marsh and Holli Sink began their investigation of this issue by surveying university students and lecturers. The student verdict was clear: 74 per cent said they preferred to be given slide handouts prior to the lecture, the most commonly cited reason being *that having the handouts helps with note-taking. The lecturers were* more **equivocal**. Fifty per cent said they preferred to provide handouts prior to the lecture, but 21 per cent said they never gave out handouts and 29 per cent preferred to distribute afterwards. The most common lecturer reason for **retaining** handouts was students wouldn't pay attention if they had the handouts.

equivocal: having opposing opinions

retain: keep

11 Read Text 2 again and put the paragraphs in the logical order. Underline the phrases that helped you do this.

12 Work in groups. Go back to Activity 6 on page 149. How are your answers different from the research results in Text 1? Are you for or against giving handouts in advance? Give your reasons.

Language focus

13 Go back to Texts 1 and 2. Find all the verbs that can be used with the word *handout*. Which of the phrases can you use in the classroom?

14 Imagine that you're teaching a class in English. What would you say in class if you wanted to

- ask students to pass the handouts around
- refer students to Task 3 on the handouts
- refer students to page 1 on the handouts
- have the handouts back
- ask learners not to write on the handouts.
-

Start your instructions with *Could you ... , I'd like you to ... , Will you, please, ...*

15 Find phrases from Text 2 that have similar meanings to the phrases below. You will need this sequencing language in the next activity.

- to start something with
- before
- after
- all through a particular period

Follow-up

16 Prepare to present a flowchart demonstrating the stages of preparation for your class (lecture, lab, seminar, etc). Follow the steps below.

1 Go back to Activities 4–6 for ideas.
2 Create a flowchart. Write short notes and indicate the sequence of stages with symbols, e.g. arrows.
3 Add useful language from other modules to sequence the steps and to refer to visuals. *Use language from Activity 15 in this lesson.*

17 Work in groups. Present the flowchart and answer your classmates' questions.

Unit 4 Giving a lecture in English

By the end of this unit you will be able to
- use language appropriately to structure and deliver part of a lecture in English
- develop the language you need to interact with students during a lecture
- use English for classroom management

Lesson 1 Why do we lecture?

Lead-in

1 Complete the quotation below with the adjectives in the box.

great	mediocre	good	superior

The [1] _____ teacher tells. The [2] _____ teacher explains. The [3] _____ teacher demonstrates. The [4] _____ teacher inspires. (William Arthur Ward)

2 Work in pairs. Compare your answers and discuss the questions.

1 Do you agree with the quotation?
2 How would you define a good university teacher?

Listening

3 Work in groups. Draw up a list of skills a teacher needs to cope with changes and new challenges in education.

4 40 **Listen to two teachers and make notes in the table on the skills they mention.**

	Skills
Teacher 1	
Teacher 2	

5 Work in the same groups as in Activity 3. Compare your notes. Are the speakers' answers similar to yours in Activity 3? Which of the skills are most important, in your opinion, and why?

Language focus 1

6 40 **Fill in the prepositions in the sentences. Listen again to check your answers.**

1 Actually, technology has allowed everyone, _____ social networks, to engage _____ what's called 'cooperative intelligence'.
2 We shouldn't be afraid _____ taking risks and failing sometimes.
3 Just standing _____ them and talking _____ them about the subject does not mean that they're learning anything.
4 Every teacher should be ready to learn _____ every lesson and to be as good _____ learning as _____ teaching.
5 A teacher asks questions and involves learners _____ thinking.

Reading

7 Read Text 1. Answer the three questions at the end of the text. Then work in pairs and discuss your answers. Give your reasons.

Text 1

For centuries, the lecture has been the most economical way to 'educate' a large number of students. Since it was first employed in Plato's Academy, the lecture, which emphasises knowledge delivery from the teacher to students as the purpose of education, has been favoured as the dominant teaching model across the globe. Recently, this time-honoured method has come under attack for preventing interaction between students and the professor. Also its ability to foster higher order thinking skills is being challenged. Is this age-old model of learning sufficient to prepare students for tomorrow? Are lectures less effective than active learning techniques in promoting students' learning? Should the lecture be replaced with the newer, more 'active' methods?

Language focus 2

8 Find words and phrases in Text 1 that are similar in meaning to the words and phrase below.

1 use (v)
2 stress (v)
3 prefer
4 proved by tradition
5 develop
6 substitute (by)

9 The words in italics in the sentences below are misplaced. Correct them using words from Activity 8.

1 Electrons in atoms can be *emphasised by* muons.
2 Another alternative for solving the problem is to *foster* the principle of minimal change.
3 These figures *employ* the importance of protecting these habitats.
4 The course is designed to *favour* language skills.
5 Students usually *replace* particular types of interactive learning, for example, debates.

Reading

10 Read the conversation between two university teachers quickly and answer the questions.

1 What is the 'flipped classroom'?
2 What higher order thinking skills does the 'flipped classroom' target?
3 Does the 'flipped classroom' really improve student performance?

Text 2

A: [1] *Everyone seems to be talking about 'flipping' their classroom these days. What's it all about?*

B: Actually, it's something I've also been experimenting with. Most of the literature and research on it seems to come from America, but it's attracting interest over here too. I picked up the idea at a conference last year, at a presentation by a Californian physicist. He claimed to have noticed significant improvements in his students' engagement with learning by turning his existing practice on its head.

A: [2] _____

B: Well, instead of transmitting knowledge through a standard lecture and then leaving students to work out applications for themselves, he provides the basic input *before* his classes through a combination of reading and video lectures.

A: [3] _____

B: Yes, the material is all made available on the university's learning platform – Moodle or whatever – and the students are expected to access it and come to the class prepared.

A: [4] _____

B: Good question! The class itself is centred on discussion, problem-solving and lots of questioning aimed at getting students to think critically about what they have learned. The students can really only engage in all this if they already have some basic subject knowledge.

A: [5] _____

B: Absolutely. The emphasis is on developing students' higher order thinking skills – you know, as defined in the revision of Bloom's taxonomy – getting them to apply knowledge to the solving of problems, for example, to analyse issues, synthesise ideas and to create new meanings for themselves, rather than just relying on others. In a way it's about developing a research mentality in them through engaging them actively in addressing challenging questions and formulating questions of their own. One guy who the presenter quoted – Mazur, I think he was called – gives mini-lectures, then uses conceptual questions in class, and the students have to answer by clicking on a hand-held device. He sees the results in percentage terms immediately and if fewer than 65% give a right answer he immediately engages the class in small group discussion of the question to enable them to reconsider it and go deeper. Again promoting higher order thinking.

A: [6] _____

B: There's no research yet to prove that this is the case, only anecdotal evidence from proponents, but I have to say that the students in my third-year microbiology class are definitely more engaged and motivated, and that's got to be good ...

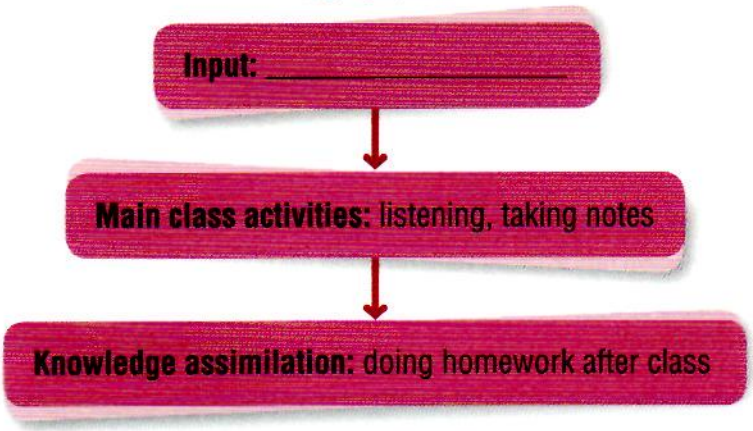
proponent: someone who speaks publicly in support of an idea

11 Read Text 2 again and write teacher A's questions in the box below in the correct place. The first one has been done for you.

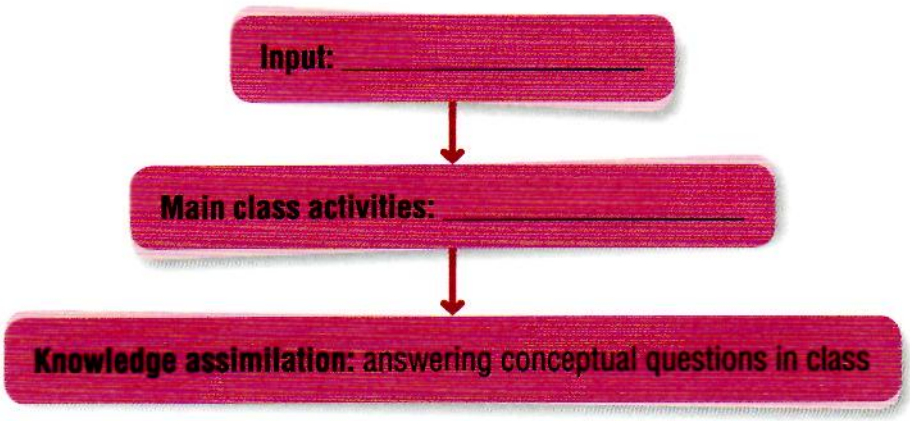
> I see … but prepared for what?
>
> That sounds intriguing, but what does it mean in practice?
>
> But how do we know that this really improves student performance?
>
> ~~Everyone seems to be talking about 'flipping' their classroom these days. What's it all about?~~
>
> So there's a bit of learning technology involved?
>
> That seems like quite a radical shift in teaching method.

12 Work in pairs. Look at flowcharts A and B. Which of them refers to traditional lecturing and which one to flipped classes? Complete the boxes with your notes from Texts 1 and 2.

Flowchart A



Flowchart B



13 Work in groups. Discuss the advantages and disadvantages of both the traditional and the flipped classroom. Use your notes from Activity 12. Do you use a flipped classroom in teaching your subject? If not, would you like to try it? Why? / Why not?

Language focus

14 Tick the features that make Text 2 conversational. Find examples in the text to illustrate these features.

- full verb forms
- phrasal verbs
- incomplete sentences
- phrases of opinion
- formal vocabulary
- responses showing understanding
- phrases of agreement
- contracted verb forms
- informal vocabulary
- questions and answers
- complete sentences

15 Replace the underlined words and phrases in the sentences below with phrasal verbs from the box.

pick something up	work out	take in	turn on their head

1 How is your new series of lectures developing?
2 It was an interesting lecture but there was just too much to absorb.
3 He hadn't done any Skyping before, but he learned really quickly.
4 These new findings made people think about the accepted theories in a completely different way.

16 Work in pairs. Match the lecturer's questions (1–6) to with the reasons for asking them (a–f).

1 Can you give us an example of what you mean?
2 Does this always happen?
3 Why do you support this idea?
4 Is there another way of looking at this?
5 How will it affect the environment?
6 Why do you think I asked this question?

a to probe reasons and evidence
b to question a point of view
c to clarify a concept
d to encourage reflection
e to challenge assumptions
f to examine consequences

17 Work in groups. Discuss what kind of questions you usually ask your students and what kind of questions students like most. Explain why.

Follow-up

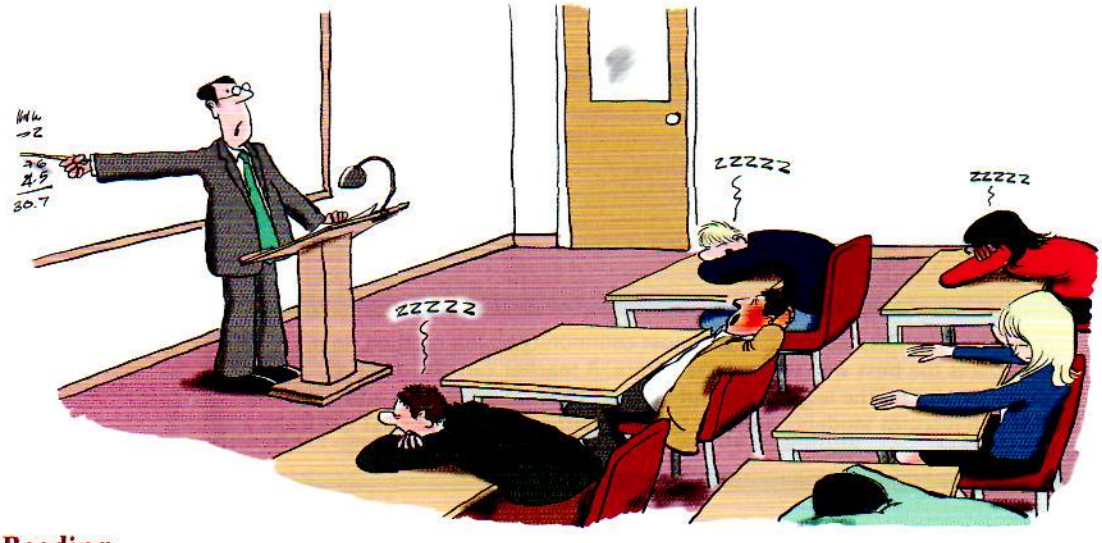
18 Start preparing for a lecture (traditional or 'flipped') that you are going to deliver at the end of this unit. Follow the steps below.

1 Think of the topic of your lecture.
2 Decide which part of a lecture (lasting 7–10 minutes) in your specialism you are going to simulate, e.g.
   - presenting a classification
   - explaining and illustrating a concept/theory
   - presenting a controversial issue
   - describing a visual
   - giving a task or advice on readings
   - any other situation that arises in your teaching context
3 Draft a plan. Share your plan with a partner and give each other feedback.
4 Collect materials. Think of appropriate examples, statistics and illustrations of the ideas.
5 Refer to the list of purposes in Activity 16. Prepare two questions for each of these purposes to ask your students at the right moment in your session.

Lesson 2 An effective lecture

Lead-in

1 Have you ever fallen asleep in a lecture or seen other people do so? If so, why did it happen? Work in groups and share your experiences.



Reading

2 Read these students' posts on a forum (below and on page 158), answering the question 'What's your attitude to lectures?' Make notes on their positive and negative attitudes.

positive: great delivery
negative: lecturers read, not speak

1 Most of the time, lectures suck. Best sleeping pill. Professors reciting their own textbooks that I can read myself (but don't really want to). In the seminar format, you – sometimes – have an opportunity to talk to the professor and to your classmates, which is conducive to learning something; it doesn't even matter what you talk about. I remember reading one sentence of Plato and discussing it for the rest of the class. However, I've heard a few great lectures, delivered by individuals who simply had something to share. In those cases the format didn't matter; I sat there completely taken by a personality, or a story, and could feel things going through my mind and just changing my world view.

2 Interesting, we're rarely asked which type of lectures we'd like to have, but should such a chance arise, I'd definitely choose interactive lectures. Just receiving information, not being emotionally involved, is useless. U don't have the feeling that u need the info. I like it when a lecturer invites a specialist in this field, a practitioner, to speak. It becomes clear why we learn all this stuff. I guess a lecture shouldn't be boring even if the subject is not very exciting. Jokes, real-life examples, slides and video can help students stay focused. And of course, the manner of presentation: the voice, expressing emotions. I like teachers who are good narrators.

suck: be unpleasant

3 You know, I can't confidently say if I'm for or against lectures as a type of teaching. It's a waste of time if a teacher stays in their place, looks at their papers and reads all the materials in a quiet, monotonous voice. No eye contact, no interaction with students. But when a lecturer is interested in their subject their eyes sparkle, they present their information in a lively way, talk to students, ask leading questions and tell interesting stories. Students always come to such lectures, even if the teacher doesn't make a note of attendance. If only all lecturers were like this ...

4 Many students I know skip the lectures of some teachers 'cause there's nothing new or different from what they can learn from the coursebook. And UR always asking yourself why can't we just get those materials & read them at home. Seems the most efficient way 2 study is 2 make students think. Otherwise lectures become natter when students've nothing 2 do, only listening, or texting or googling sth. Monotonous lectures are weary for those who come 2 listen, 2 discover, not just 2 attend.

natter: talk for a long time without any purpose

5 In many universities, lecturing is the most common teaching method. In my opinion, it is the best way to get facts across. A teacher can give a lot of information during the lecture without wasting time on discussion and practice. Besides, in lectures students are able to get information that we can't get from other sources.

3 **Work in pairs. Put the words in the correct order to make a list of tips on how to make a lecture effective.**

1 students / Find / about / out / topic. / what / know / the

2 during / the / Check / lecture. / understanding

3 them / give / Ask / a / and / question / to / time / discuss / it. / students

4 more / six / Present / than / points. / no / main

5 your / Use / support / ideas. / visuals / to

6 concepts / examples / Use / vivid / related / the / explain. / to / you

7 to / Refer / online / learners / to / knowledge. / resources / expand / and / printed / their

8 explaining / Involve / some / students / in / illustrating / or / points.

9 and / answer / Leave / for / sessions. / question / time

10 platforms, / technology: / etc. / online / presentation/ videos, / Use / tools,

4 Work in groups. Rank the tips in Activity 3 from the least important (1) to the most important (10). Discuss your choices.

5 Work in groups. Go back to Activities 2 and 3 and make a list of criteria for an effective lecture. You will need these later in Activity 10.

Listening

6 41 Listen to the beginning of a lecture on nonverbal communication. Put the steps below in the order you hear them.

- giving a definition
- greeting the audience
- giving an interesting fact to emphasise the importance of the topic
- introducing the topic
- probing what students know about the topic

7 42 Listen to another part of the lecture and answer the questions.

1 What does the lecturer want students to learn?
2 How is the lecture organised?

8 42 Listen to the extract again and fill in the gaps with words signalling classification.

There is quite a range of [1] _____ of nonverbal communication. All nonverbal messages can be [2] _____ into four major [3] _____ . They are: kinesics, paralanguage, proxemics and image. These four groups in their turn [4] _____ several [5] _____ ...

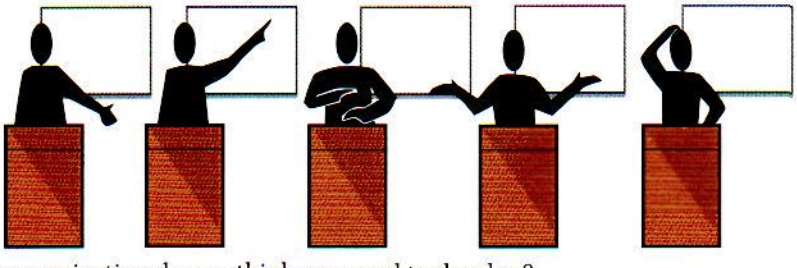
Gestures also [7] _____ the category of kinesics as well as the subcategory of oculesics ...

The second [8] _____ of nonverbal messages is paralanguage, which includes voice quality, its ... hm ... colour and style, as well as prosodic features such as rhythm, intonation and stress. ...

Let's turn to the third [9] _____ , proxemics, or territoriality ...

And the last [10] _____ of nonverbal messages for today is image or object communication ...

9 Work in groups. Discuss the questions.



- What information in the lecture was new to you?
- How important is this information to you as a lecturer?
- What aspects of nonverbal communication do you think you need to develop?

10 Work in groups. Go back to the list of criteria for an effective lecture that you made in Activity 5. Evaluate the lecture you have listened to, using your criteria. Share your ideas with other groups.

Language focus

11 Match the phrases that can be used in the classroom (1–6) with their functions (a–f).

1 This is the most crucial step of the process.
It is especially important to know that ...
There are three absolutely essential points that need to be made.

2 The idea of this task is to ...
Let's start with a look at the difficulties in the ...
What does it mean in this context?

3 Who needs help?
I'll help you if you get stuck.
Let me know if you run into a problem.

4 Good. I think we can leave it there for a while.
OK. Finally, a brief word about next Monday.
Thank you for the class. Goodbye.

5 Right. Now we'll do some group work.
Could you discuss it in pairs, please?
Could you work on your own first?

6 Interesting! Could you say more?
Not bad! Any other suggestions?
Great! That's the way to go.
Carry on as you have been doing.
Well done.

a to finish a class
b to offer help
c to highlight key points
d to manage a class
e to explain
f to encourage students

12 43 **Listen to the conclusion of the lecture on nonverbal communication. Tick the elements that are part of the conclusion.**

- a summary of the main points
- new information
- highlighting the importance of the topic
- a question-and-answer session
- warning against generalisations
- giving a task
- checking understanding

13 Work in groups. Discuss the questions.

1 How do you usually finish your lectures?
2 Why is a summary an important part of a conclusion?
3 What phrases do you use to signal the conclusion?

Follow-up

14 In Lesson 1 you started planning a lecture. Now give some more thought to it by following the steps below.

1 Write a draft of your lecture. Ask your English teacher for help if necessary.
2 Decide on the classroom language you may need to use. Review the phrases from Activity 11 above and in Unit 3 (see Activity 9 on page 145 and Activity 14 on page 151).
3 Prepare visuals if necessary.

Lesson 3 Students' involvement

Lead-in

1 Work in pairs. Complete the Chinese proverb below with the verbs in the box. Compare your answers with other pairs.

remember	tell	involve	forget	show	learn

[1] _____ me and I'll [2] _____. [3] _____ me and I'll [4] _____.
[5] _____ me and I'll [6] _____.

2 Work in groups. Discuss the question below.

Do you agree that all students learn your subject better if they interact with each other and the teacher? Why? / Why not?

Reading

3 Read Text 1 and fill in the gaps with phrases a–f below.

a use a show of hands to check the responses
b build rapport with the students by chatting to them
c pose a challenging question
d allow you to shift students' attention
e show students a video clip
f use demonstrations

Text 1

There are quite a number of ways to involve students in the learning process. One of them, which can be exploited even before your lecture starts, is to [1] _____. Make sure that the students know how to contact you after the class if they want to discuss something with you.

Secondly, the lecture may be engaging by the very fact that is it well organised and interesting. No matter how well intentioned and motivated, students can stay focused only for about 15–20 minutes. When you plan your classes, add activities that [2] _____.

The third and probably the most important aspect of student engagement is their active participation in the lecture. There is a variety of ways, but here are a few common ones, particularly suitable for large classes.

- [3] _____. Ask students to discuss it in small groups and then take feedback from a few groups to hear what they think.
- [4] _____ and ask students to look for specific facts/quotations that support particular arguments. You might ask all students to address the same argument or different students to look at different arguments.
- Ask the students to vote on the right answer to a multiple-choice question (MCQ). [5] _____, or use an electronic voting system.
- [6] _____ that can involve students directly.

Of course, this list can be continued. All teachers have their tricks of the trade.

4 Work in groups. Discuss the questions.

- Which of the techniques in Text 1 might be useful to teach your subject matter?
- Which activities do you often use?
- Which of the activities practised by your classmates would you like to try?

Language focus

5 Match the phrases that can be used in the classroom (1–4) with their functions (a–d).

1 Raise your hand if you think it's right. *Did you all find the same answer?* Is everything clear?	**a** to share a fact or a story
2 It may surprise you to know that ... There's an interesting story about this. Do you know that ...	**b** to check understanding
3 You have five minutes to complete this. I expect you to finish the task in five minutes. Your time is up now, I am afraid.	**c** to respond to answers
4 That's right. Absolutely. Good try ... Any other views?	**d** to set a time limit

Reading

6 The acronym 'INTRO' is used to describe the five-step process for starting a lecture. Guess which word each letter stands for. (Tip: all of them are nouns.)

7 Read Text 2 and check if your guesses were correct.

Text 2

The beginning of the lecture is often the most important part of the session as it sets the tone for the students' response and receptivity. A poor introduction can turn the students off while a good introduction can make even the dullest subject engaging. The 'INTRO' mnemonic is particularly helpful to introduce the session.

I _____ State something interesting to gain learners' attention: break the ice with an *anecdote highlighting the importance of the topic; refer to a topical issue that is relevant to the* lecture material or pose a question that the lecture will ultimately resolve.

N _____ Establish the need for learning. Demonstrate why and how the lecture is important to the students. This includes making reference to the relevance of the material to the examination, but also, and of course more importantly, the actual practical application of the ideas and concepts to be covered.

T _____ Specify the time frame. Make clear how the session time will be organised between various elements: lecture, activities, review of the previous week's exercises, and so on.

R _____ Explain the range of the session. Make clear what will be covered during the lecture and what topics are left for self-study.

O _____ It is also significant that students are aware of your aims and of the learning outcomes they are expected to achieve as a result of the engagement with the topic of the lecture.

8 Match words 1–7 with words a–g that are close in meaning.

1 anecdote	**a** accomplish
2 actual	**b** outcome
3 demonstrate	**c** story
4 result	**d** be aware of
5 achieve	**e** significant
6 important	**f** real
7 know	**g** show

9 ***Choose suitable words from Activity 8 to complete the sentences.***

1 We expected 50 people, but the _____ number was a lot higher.
2 It's too early to predict the _____ of the meeting.
3 Mark wasn't _____ of the risks at the time.
4 This research is based on _____ , not fact.
5 The results of the experiment are not statistically _____ .

Listening

10 ◉44 **Listen to the extracts from lectures (1–3) and match them with the attention getters (a–e) the lecturers use.**

Lecture	
1	
2	
3	

a asking questions
b physical involvement
c giving a task to be completed by the end of the lecture
d using a visual
e referring to the previous lecture

11 ◉44 **Listen to the extracts again. Fill in the table with the phrases matching each heading. The first one has been done for you.**

Giving an outline	*I'm going to explain ...*
Inviting students to review previous material	
Referring to visuals	

Language focus

12 Put the words in the correct order to make phrases that can be used to start a lecture.

1 about ... / I'm / talk / Today / going to

_____

2 Can / have / please? / your / I / attention

_____

3 important / because ... / This / is / lecture

_____

4 we / start / today / with ... / don't / Why

_____

5 end / you / be / of / will / By / the / able / lecture / the / to ...

_____

13 Work in groups. Discuss the questions.

- *How do you usually start your lectures?*
- Which of the techniques described in this lesson would work in your context?
- What other techniques can be used to raise students' interest in your lectures?

Follow-up

14 Prepare to deliver a 7–10 minute part of the lecture you have been working on in this unit. Think about how you are going to involve the audience. Use the 'INTRO' principle at the beginning. Review the classroom English you may need to use. (See Activity 16 on page 156, Activity 11 on page 160 and Activity 5 on page 162.)

15 Before finishing your preparation, check if you are going to

- signal the start and the end of the lecture, and use transitions
- use interactive techniques to involve students
- use visuals to support your ideas
- use appropriate classroom English
- give clear instructions
- check understanding.

16 Now take turns to give your lectures. Your classmates will play the roles of students. While listening to each other, use the checklist below to prepare comments and feedback.

	Yes	No	Comments
1 Is the beginning of the lecture engaging?			
2 As a learner • do you feel involved? • can you follow the lecture easily? • do you understand what's expected from you?			
3 Does the speaker use appropriate classroom English?			

17 Give feedback to each other. Think about the questions below.

- What made you feel involved? (E.g. a question, a metaphor.)
- What can you advise your classmate to do for further development? (E.g. make more eye contact, speak a bit louder.)

Module wrapping-up

1 You have finished Module 3. Congratulations! Reflect on the module and evaluate your progress. Read the statements in the table below and tick them if you agree with them.

Module 3	
I can present my academic profile in English.	
I can write a syllabus in English.	
I can structure and deliver a class in English.	
I can use classroom English in teaching my subject matter.	
I can participate in discussions in English.	

2 What do you need to improve further? Set yourself some goals for further development. Use the SMART principle: goals should be Specific, Measurable, Achievable, Realistic, Time-bound.

3 Share your responses to the module with the whole class.

Leading a discussion

Module 3, Unit 1, Lesson 2

1 Read the guidelines and the Language Support box below.

Guidelines for a discussion leader

1 Start and conclude the discussion, paying attention to the agreed time limits.
2 Give all group members an equal chance to participate. You may have to control those who talk too much and to involve quiet participants.
3 Make sure that all group members can understand each other. You may have to ask people to speak more slowly or loudly so that everyone can understand them.
4 Keep the discussion moving. You may have to refocus the discussion politely if members spend too much time on one point or start repeating the same ideas. However, you also have to decide when it is useful to allow the discussion to flow.
5 Keep the discussion on the subject. If participants move on to a completely different subject or start bringing up irrelevant points, you should politely bring the discussion back to the subject.

2 Take notes during the discussion.

3 Be ready to summarise the information of the group discussion and present the summary to the whole class.

Language Support: leading a discussion

Getting started
Is everybody ready to begin?
OK. Are we ready to start?

Encouraging everyone to participate
What do you think about (*name*)'s point?
Does anyone have anything to add?
Would anyone like to comment on what (*name*) said?

Controlling people who talk too much
Let's hear what some others have to say.
I think you've got a good point there. Why don't we find out what other people think?

Keeping the discussion moving
Perhaps we should go on to the next point.
We have only a few minutes left, so could we move on?
Are there any more comments before we move on to the next point?

Keeping the discussion on the subject
That's interesting, but it raises a different point. Could we come back to that later?

Summing up
So, to sum up, we've discussed ...

Academic vocabulary

Conferences and seminars

announcement
call for papers
chairperson
checklist
deadline
facilitate/facilitator
facilities
feedback
moderate/moderator
panel discussion
panellist
participant
plenary
poster presentation
proposal
question-and-answer (Q&A) session
register/registration
round table (discussion)
session
timeline
venue
workshop

Writing for publication

abstract
annotated bibliography
chapter
citation
consider for publication
contribute/contributor
criterion (plural: criteria)
editor/editorial board
evaluation (critical evaluation)
evidence
footnote
guidelines for authors
investigation (= research)
limitation (of research)
manuscript
peer-reviewed article/journal
proof-reading
quantitative or qualitative methods
rationale
refereed journal
reference
reject
replicate (an experiment)
revise/revision
research gap
review (book review, literature review)
sample
scope
speculation
submission
survey
validity

Course types and delivery modes

bachelor's degree programme
blended learning
crowd learning
degree
distance education/learning
fieldwork
flipped classroom
geo-learning
joint course
joint/dual degree
laboratory session
lecture
master's degree programme
MOOC (massive open online course)
multi-layered instruction
presentation
seamless learning
self-directed learning
seminar
tutorial
workshop

Processes in higher education

accept/acceptance
accomplish/accomplishment
achieve/achievement
analyse/analysis
apply/application
appoint/appointment
assess/assessment
assign/assignment
assume/assumption
attend/attendance
categorise/categorisation
clarify/clarification
collaborate/collaboration
comprehend/comprehension
contribute/contribution
define/definition
deliver/delivery
demonstrate/demonstration
design (verb and noun)
develop/development
discuss/discussion
engage/engagement
enrol/enrolment
evaluate/evaluation
facilitate/facilitation
generalise/generalisation
innovate/innovation
integrate/integration
internationalise/internationalisation
interpret/interpretation
introduce/introduction
investigate/investigation
involve/involvement
motivate/motivation
observe/observation
participate/participation
partner (verb and noun)/partnership
perform/performance
predict/prediction
present/presentation
progress/progression
publish/publication
qualify/qualification
rank/ranking
reflect/reflection
reject/rejection
register/registration
require/requirement
research (verb and noun)
review (verb and noun)
summarise/summary
survey (verb and noun)
synthesise/synthesis
validate/validation

Curriculum, assessment and evaluation

aim
assignment
computer-based testing/assessment
continuous assessment
credit/credit rating/credit-bearing
criterion (plural: criteria)
essay
formative assessment
goal
grade/grading
mark (verb and noun)
method of assessment
multiple-choice question/test
objective (noun)
objective/subjective assessment
outcome/learning outcome
portfolio
quiz
set a test/task/assignment
summative assessment
syllabus/syllabus design
template
term paper (AmE)
test (verb and noun)

Teaching techniques and support for teaching

anecdote
background reading

content (noun)
critical thinking/promote critical thinking
debate
flowchart
handout
ice-breaker/break the ice
input
make notes
mnemonic
motivate
project
rapport/build rapport
review
revise
simulation
task
technique
trigger interest
visual

Useful combinations with verbs

accept/reject a hypothesis/a proposal/an article
attend a course/class/lecture/seminar
build rapport
chair a panel/discussion/debate
clarify a concept/question
design materials/a course/a syllabus/a curriculum/a programme/an experiment
draw a conclusion
form a partnership/hypothesis
hold an appointment/a position/a qualification/a degree (in)
host a conference/website/forum/round table/dinner
make a contribution/a suggestion/a proposal/an application/an assumption/notes
master a skill
meet expectations/objectives
post something online
provide/offer evidence
review progress/a proposal/an article/a book
set a test/an assignment

Acknowledgements

The British Council would like to express sincere gratitude to the authors of the book for their dedication and professionalism.

Svetlana Bogolepova, NRU Higher School of Economics, Moscow
Vasiliy Gorbachev, British Higher School of Art and Design, Moscow
Olga Groza, Siberian Federal University, Krasnoyarsk
Anisya Ivanova, Siberian Federal University, Krasnoyarsk
Lyudmila Kuznetsova, St Petersburg State University, Saint-Petersburg
Tamara Oschepkova, Omsk State Pedagogical University, Omsk
Irina Pervukhina, Ural State University of Economics, Ekaterinburg
Ekaterina Shadrova, Vologda State University, Vologda
Svetlana Suchkova, Samara State Aerospace University, Samara

The British Council and the authors would also like to extend its gratitude to the project consultant, Rod Bolitho without whose unfailing support, commitment and expertise this book would not be possible.

The British Council would also like to thank all Cambridge University editors and other staff who were involved in the process of the book's production.

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Atholl Murray and Zoe J. Hazelwood for the text on pp. 74, 80, 82, 89, 96, 101 from ' Being Grateful: Does It Bring Us Closer Gratitude Attachment and Intimacy in Romantic Relationships' by Atholl J. Murray and Ze J. Hazelwood, *Journal of Relationships*, Volume 2, Issue 1, pp. 17–25, 2011 © Cambridge University Press, reproduced with permission;

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The publishers would like to thank the following illustrators:

Kamae Design: p. 95
Roger Penwill: pp. 23, 61, 69, 92, 101, 144, 157
Sean (KJA artists): pp. 56, 159

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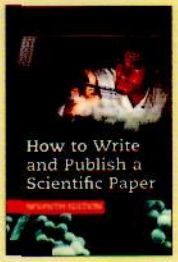

ISBN 978 1107 020856

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